



BOSTON COLLEGE

UNDERGRADUATE

CATALOG

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BOSTON COLLEGE BULLETIN

UNDERGRADUATE CATALOG

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Boston College
Chestnut Hill
Massachusetts 02167
617-552-8000

BOSTON COLLEGE BULLETIN

Volume LXII, Number 4, May, 1992

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the re-scheduling of classes with or without extending the academic term, canceling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published six times a year in April, May, July 1, July 15, August, and September.

Boston College is committed to providing equal opportunity in education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

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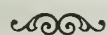
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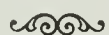
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THE UNIVERSITY

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States. During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920s. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.



UNDERGRADUATE EDUCATION

In our idealistic moments we call a college a community of scholars. The phrase implies that not only do collegians meld themselves into a social and academic whole, but that faculty members and administrators join students in forming an integral and discernible community. Boston College is such a community. The members develop, in conjunction with persons who have similar high hopes for humanity, those distinctive values which the Christian tradition can generate when it is in contact with the real problems of contemporary experiences.

ACCREDITATION OF THE UNIVERSITY

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Psychological Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher

Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the Institute of European Studies and Institute of Asian Studies, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, Alpha Sigma Nu, and other similar organizations.

ACADEMIC RESOURCES

Academic Development Center

The new Academic Development Center (ADC) is designed to support and enhance all aspects of academic excellence by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is

located on the second floor of O'Neill Library in the Eileen M. and John J. Connors, Jr. Learning Center.

The ADC is a comprehensive, inclusive resource serving all of the University's students and faculty. To address the needs of the great majority of Boston College undergraduates, the Center provides tutoring in a wide range of courses such as calculus, statistics, biology, chemistry, nursing, accounting and classical and foreign languages along with training workshops in useful study skills and learning strategies. Graduate tutors in English help students strengthen their writing skills. All ADC tutors are recommended and certified by their relevant academic departments; most are outstanding seniors or graduate students.

The Center offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of the ADC's professional staff serves the needs of special populations, particularly those students with learning disabilities, helping to ensure their academic success at Boston College.

The Center also sponsors seminars, workshops, and discussions for faculty and graduate teaching fellows on strategies for successful teaching and learning. Through these and other activities, the new Academic Development Center plays an important role in enhancing the quality of teaching and learning at Boston College.

Audiovisual Facilities

University Audiovisual Services provides the academic program with a broad range of instructional media and materials support services. These include access to over thirty types of classroom AV/TV equipment. Also available are audio production services, film and video rentals, television recording and editing, graphics production and photographic production. Several courses are taught in AV's television studio. Students make major use of modern post-production editing equipment for their TV projects.

The Language Laboratory, serving all the language departments and English for Foreign Students, is located in Lyons 313. In addition to its 70 state-of-the-art listening/recording stations and dual-teacher console, the facility includes video and film viewing rooms and three audio-interfaced microcomputers. The Lab's audio and videotape collection, computer software and other audio-visual learning aids directly support and/or supplement the curriculum requirements in foreign language, literature and music. The Language Laboratory Director and student lab assistants are available during the day and evening to assist students (undergraduate and graduate) and faculty in the operation of equipment and selection of appropriate materials for their course-related or personal language needs.

Computing Support, Service and Facilities

The **O'Neill Computing Facility** is available to anyone with a currently valid BC identification card. There are approximately 150 workstations available, providing access to a wide variety of hardware, software, and peripherals. Macintosh microcomputers are the most prominent feature of the facility. All of the Macintoshes are equipped with hard disks and are networked to a Digital 3800 fileserver. There are also Digital VT-type terminals which provide access to the VAX cluster of super-minicomputers. The VAX cluster may also be accessed from off-campus locations via modem. Modem access to the VAX cluster is available 24 hours a day, 7 days a week. Additionally, IBM PS/2 microcomputers are available in the Facility for use.

The Facility is staffed with professionals and students who provide assistance with all aspects of computing. Users may also be referred to the Information Processing Support consulting staff located in the basement of Gasson Hall for more specialized assistance. Training tutorials and software documentation are available for use within the Facility.

Software applications available on the VAX cluster include word processing, programming language, statistical analysis packages, graphics production, and database management. A similar array of software exists in the microcomputing environment. Output may be obtained from a variety of printing devices including high speed line printers, high resolution dot-matrix printers, and laser printers.

The **Gasson Help Center** is located in Gasson Hall, room 12. It provides support with file recovery, media conversion, and limited-access technology such as scanners and slide-making equipment. It is open Monday through Friday from 9:00 a.m. to 5:00 p.m. on a drop-in or phone-in basis.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the University. The book collections exceed one million volumes, and approximately 14,000 serial titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students who have special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over twenty million records from the Library of Congress and from more than 6,000 contributing institutions.

Boston College was among the first schools in the country to offer an online public computer catalog of its collections. The Libraries' Quest computer system provides instant access to information on library holdings, as well as supporting book circulation and acquisitions procedures. Students may browse the catalog using video display terminals in all the libraries, and faculty may access the catalog from their houses or offices. In addition, the libraries offer computer searching of hundreds of commercial data bases in the humanities, sciences, business, and social sciences through an in-house CD-ROM network, through access to outside databases, and through the Quest library system.

Information on use of the libraries is contained in the *Guide to the Boston College Libraries* and other brochures available in the libraries.

The **Thomas P. O'Neill, Jr. Library**, the central library of Boston College, opened its doors to the public in September 1984. This facility contains the research collection in the humanities, social sciences, education, business, nursing, and the sciences. There are over 900,000 book volumes, 9,000 active serials, 1,300,000 microforms and 120,000 government documents, as well as a growing audio-visual collection. The O'Neill Library is a leader in the utilization of technology in library services. The Library's Electronic Information Center offers state-of-the-art computer systems to assist students and faculty in locating library materials both locally and nationally.

The **Resource Center**, located in the basement of the Newton Chapel, provides study space for the residents of the Newton Campus as well as a reserve readings collection for courses taught on that campus, a music listening facility, and microcomputers.

The **School of Social Work Library**, McGuinn Hall, contains a collection of over 30,000 volumes, 450 periodical titles, social work theses, doctoral dissertations and a growing media collection. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support master's and doctoral programs offered at the main campus, and master's programs offered at four off-campus sites throughout Massachusetts and Maine.

The **Law School Library**, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 200,000 volumes. The open stack collection includes primary source materials consisting of reports of decisions and statutory materials with a broad-based collection of secondary research tools in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias and reference works. Basically Anglo-American in character, the collection also contains growing numbers of international and comparative law works. The Library is also a subscriber to LEXIS and to WESTLAW.

The **Bapst Library** offers a circulating collection of contemporary literature and topical

nonfiction and regularly sponsors programs, exhibits, and book displays as a part of campus cultural and educational activities. Approximately five hundred seats are available as study space, including the Graduate Study Area, an area designated for the use of Boston College graduate students only.

The Thomas P. O'Neill, Jr. Office is located on the fourth level of Bapst Library. The office houses furnishings and memorabilia from former Speaker of the House O'Neill's Capitol Office in Washington, D.C. Visitors are welcome from 10:00 a.m. to 4:00 p.m. weekdays, or by special arrangement.

The **John J. Burns Library of Rare Books and Special Collections**, located in the Bapst Library, north entrance, contains the University's special collections, including the University's Archives. The distinguished and varied collections of the Honorable John J. Burns Library speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home of nearly one hundred thousand volumes, more than three million manuscripts, and important collections of architectural records, maps, art works, photographs, films, artifacts, and ephemera. These materials are housed in the climate-controlled secure environment of Burns Library either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably in Irish studies, British Catholic authors, Jesuitana, fine print, Catholic liturgy and life in America, 1925-75, Boston history, Caribbeana, and Congressional archives. It has also won acclaim for significant holdings on nursing, detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking.

The **Geophysics Library**, located at Weston Observatory, contains a specialized collection of over 8,000 monographs and journals on earth sciences, particularly seismology.

The **Educational Resource Center**, located in Campion Hall, serves the School of Education's faculty and students. The collection includes curriculum and instructional materials, educational and psychological tests, and educationally-oriented information technology.

THE CAMPUS

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of

UNDERGRADUATE TUITION AND FEES FOR 1992-93 ACADEMIC YEAR

Undergraduate Tuition

- First semester tuition and fees are due by August 15, 1992.
- Tuition first semester—\$7,290.00
- Second semester tuition and fees are due by December 15, 1992.
- Tuition second semester—\$7,290.00

Restrictions will be placed on any account which is not resolved by the due dates above. These restrictions include denied access to Housing and the Athletic Complex, use of the Meal Plan, and the ability to drop and add courses and to cash checks at the Cashier's Office. In severe cases, students will be withdrawn from the University. In addition, a \$100.00 late payment fee will be assessed on any account which is not resolved by the due dates listed above. There will be absolutely no registration or confirmation of registration allowed after November 6, 1992 for first semester and April 8, 1993 for second semester.

Payment should be made by check or postal money order and mailed to Boston College Cashier's Office, Chestnut Hill, MA 02167-3819. Scholarship holders are not exempt from payment of registration, acceptance deposits, insurance and fees at the time prescribed.

Undergraduate General Fees*

- **Application Fee (not refundable)** \$45.00
- **Acceptance Deposit** 200.00

This deposit will be applied towards students' tuition in the second semester of their senior year. Students forfeit this deposit if they withdraw prior to completing their first semester. Students who withdraw after completing their first semester are entitled to a refund of this deposit (**provided they do not have an outstanding student account**) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.

- **Health Fee** 232.00
- **Identification Card** 15.00
- **Late Payment Fee** 100.00
- **Recreation Fee**—payable annually 136.00

Undergraduate Special Fees*

- **Certificates, Transcripts** 2.00
- **Extra Course**—per semester hour credit 486.00
- **Laboratory Fee**—per semester 45.00–150.00
- **Mass. Medical Insurance** 550.00 per year
(\$230.00 first semester, \$320.00 second semester)
- **Nursing Laboratory Fee** (payable for each clinical nursing course) 140.00
- **NCLEX Assessment Test** 35.00
- **Exemption Examination** 30.00–60.00
- **Readmission Fee** 40.00
- **Special Students**—per semester hour credit 486.00
- **Student Activity Fee** 54.00 per year
(\$27.00 per semester)

Resident Student Expenses

- **Board**—per semester 1,460.00
- **Room Fee** (includes Mail Service) per semester (varies depending on room) .. \$1,775.00–2,380.00
- **Room Guarantee Deposit**** 200.00

Students accepted as residents are required to deposit a \$200 room guarantee fee. This fee is applied towards the student's first semester housing charges. Seniors do not have this fee applied to their first semester's housing charges; it is refunded after the second semester once any room damage charges have been assessed and deducted.

*All fees are proposed and subject to change.

* **Incoming students** who withdraw from housing **by June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing **between June 1 and July 15** will have 50% of their deposit refunded. **Upperclassmen** who withdraw from housing **prior to August 15** will have 100% of their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15 or to upperclassmen who withdraw after August 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of University Housing.

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes the Robsham Theater, the Conte Forum, modular and apartment residences, and recreational and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract, which also contains undergraduate classrooms, dormitories, athletic areas and student service facilities.

POLICY OF NON-DISCRIMINATION

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, veteran status, or disability. The Director of Affirmative Action has been designated to coordinate the College's efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws. Any applicant for admission or employment, as well as any student, member of the faculty and all employees are welcome to raise questions regarding violation of this policy with Barbara Marshall, Office of Affirmative Action, More Hall 315, x2947. In addition, any person who believes that an act of discrimination based upon sex has occurred at Boston College, may raise those issues with the Assistant Secretary for Civil Rights of the United States Department of Education.

Boston College has designated the Director of Affirmative Action as the person responsible for coordinating its efforts to comply with Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination against individuals with disabilities in employment) and Title IX of the Education Amendments of 1972 prohibiting discrimination on the basis of sex.

CONFIDENTIALITY OF STUDENT RECORDS

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules

and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name, term and home address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the College will release student telephone numbers and verify only all other directory information. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information, which is available in the Registrar's Office.

MASSACHUSETTS MEDICAL INSURANCE

Massachusetts State Law has mandated that all students taking at least 75% of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Boston College will offer all students the option of participating in the plan offered at the University or submitting a waiver form. The waiver must include specific insurance information on the comparable insurance plan covering the student. Waivers will be mailed to all students and are available upon request at the Student Account Office. The waiver must be returned by July 1, 1992 for the fall semester and by November 15, 1992 for the spring semester. Students who do not submit a waiver by the due dates above will automatically be enrolled and billed for the required Massachusetts Medical Insurance (see Special Fees, p. 6.)

CHECK CASHING

Students who present a valid Boston College ID may cash checks (\$50 limit) at the Cashier's Office, More Hall, Monday-Friday, 9:00 a.m.-4:30 p.m. There is a 50¢ service charge. Returned checks will be fined in the following manner: First three checks returned—\$15.00 per check. All subsequent checks—\$25.00 per check. Any check in excess of \$2000.00—\$50.00 per check. Check cashing privileges are revoked after the third returned check.

ACCELERATION

Full-time undergraduate students authorized by the Dean's Office to take accelerated programs leading to an early graduation will be billed by Student Accounts for extra courses taken during a regular semester at the rate of \$486.00 per credit taken. This will be in addition to the flat rate tuition charge covering a normal load (four courses per semester as a senior; five courses per semester prior to senior year). No additional fee will be assessed for extra courses taken for enrichment purposes only, and not to accelerate a degree pro-

gram. However, when a student who has taken extra courses for enrichment later wishes to use those courses for acceleration, a fee will be assessed based on the tuition rate that was in effect when the courses were taken. Whenever a student has been given approval to take Boston College summer courses for acceleration, he or she will pay the regular Summer Session tuition for those courses.

WITHDRAWALS AND REFUNDS

Fees are not refundable.

Undergraduate tuition is cancelled subject to the following conditions:

1. Notice of withdrawal must be made in writing to: University Registrar, Boston College, Lyons 112, Chestnut Hill, Massachusetts 02167
2. The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
3. The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Undergraduate students withdrawing by the following dates will receive the tuition refund indicated below.

First Semester

- by Aug. 28, 1992: 100% of tuition charged is cancelled
- by Sept. 11, 1992: 80% of tuition charged is cancelled
- by Sept. 18, 1992: 60% of tuition charged is cancelled
- by Sept. 25, 1992: 40% of tuition charged is cancelled
- by Oct. 2, 1992: 20% of tuition charged is cancelled

Second Semester

- by Jan. 15, 1993: 100% of tuition charged is cancelled
- by Jan. 29, 1993: 80% of tuition charged is cancelled
- by Feb. 5, 1993: 60% of tuition charged is cancelled
- by Feb. 12, 1993: 40% of tuition charged is cancelled
- by Feb. 19, 1993: 20% of tuition charged is cancelled.

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request, in writing or in person, that the Student Account Office issue a refund.

Federal regulations establish procedural guidelines applicable to the treatment of refunds whenever the student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the Perkins (formerly National Direct Student) Loan, the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Stafford (formerly Guaranteed Student) Loan programs. In such cases, the regulations require

that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for noninstructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the regulations at Boston College will be available upon request from the Financial Aid Office.

ADMISSION INFORMATION

Boston College is an academic community whose doors are open to men and women regardless of race, color, national origin, sex, religion, age, or handicap.

Boston College seeks to maintain an undergraduate student body which represents a broad variety of abilities, backgrounds, and interests. In selecting students, therefore, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. Application forms and information bulletins may be obtained from the Undergraduate Admission Office, Boston College, 140 Commonwealth Avenue, Lyons Hall Room 120, Chestnut Hill, Massachusetts 02167.

Admission From Secondary School

While specific courses are not required, the Undergraduate Admission Office recommends that students pursue a strong college preparatory program which includes four units of English, mathematics, and foreign language, as well as three units of a lab science. Such a program provides a solid foundation for high quality college work.

Applicants to the School of Nursing are required to complete at least two years of a lab science, including a unit of chemistry. Also, students applying to The Wallace E. Carroll School of Management are strongly encouraged to complete four years of mathematics.

Entrance Examination

The following tests of the College Entrance Examination Board (CEEB) must be completed by each applicant no later than January of the senior year:

- Scholastic Aptitude Test (SAT)
- Three Achievement Tests in:
 - 1) English;
 - 2) Mathematics Level I or II; and,
 - 3) Third Test of the applicant's choice

The SAT may be taken in either the junior or the senior year. The Committee on Admission will select the best combination of test scores when evaluating an application. The American College Test (ACT) is acceptable in place of the SAT and the Achievement Tests.

Application Procedures

Students applying to Boston College should submit the Preliminary Application (available in the Admission Viewbook or Bulletin) by January 10 and the Secondary Application by January 25. When the student's completed Preliminary Application is submitted with the \$45 application fee, the Admission Office will mail the Secondary

Application to the student. Candidates are notified of action taken on their applications between April 1 and April 15.

Superior students who are seriously considering Boston College may want to apply through the **Early Action Program**. This would necessitate submitting the Preliminary Application by November 1 and the Secondary Application by November 15. Candidates will learn of the Admission Committee decision by December 15, but they will have the same deadline (May 1) as the other candidates to reserve their places.

Admission by Transfer

Candidates for admission-in-transfer to Boston College from another college or university should follow the procedure for regular application to the freshman class. In addition transfer applicants must submit complete, official transcripts of all courses taken in all semesters at other colleges or universities.

Admission-in-transfer is granted for the fall term beginning in September and for the spring term beginning in January.

Usually only those transfer applicants who have maintained a grade point average of 2.5 or higher will be considered for transfer to Boston College. Credits will be accepted for transfer only for courses which are equivalent to those offered at Boston College.

The residency requirements for transfer students will be determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy.

Transfer students are required to complete a minimum of two years' work (the equivalent of 18 courses or 54 semester credit hours) (61 semester credit hours are required by the School of Nursing) at Boston College in order to qualify for an undergraduate degree from the University.

Transfer students admitted to sophomore status or above may not accelerate their academic program to advance the graduation date assigned by the Admission Office at the time of their acceptance to Boston College. However, transfer students may, with prior approval, carry overload courses to make up deficiencies or to complete the number of courses appropriate to their assigned status.

Please consult the *Transfer Student Information Bulletin* for information on application deadlines, financial aid, and specific restrictions on the transfer of credit to particular undergraduate divisions. Candidates who are accepted will at the same time be notified of the terms of admission and credits to be allowed in transfer.

Special Students

Only those persons who wish to be enrolled as full-time day students and candidates for the baccalaureate program for registered nurses are admitted by the Office of Undergraduate Admission. Students in the baccalaureate program for registered nurses are encouraged to enroll full-time, but part-time study for individual semesters may be arranged by permission of the Dean of the School of Nursing. *All other students* wishing to attend Boston College on a part-time basis, for either day or evening classes, should contact: Dean of the Evening College, Fulton Hall, Room 314, Boston College, Chestnut Hill, MA 02167.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement Tests given by the C.E.E.B. in May of each year. The tests may be taken in the junior as well as the senior year of high school. Advanced placement is awarded in specific areas as noted below. **NB:** In all subjects, advanced placement does *not* substitute for any of the 38 courses required for graduation.

English: Students receiving a 3 on the A.P. exam in English are required to take only one semester of the two-semester English Core requirement. Students receiving a 4 or 5 on the test are exempt from both semesters of the Core requirement. Two other courses of the student's choice must be substituted.

History: The A.P. exam in American History does *not* fulfill the history Core requirement of two European history courses. The A.P. exam in European History does *not* fulfill the Core requirement, but students receiving a 4 or 5 on the exam are allowed to take two higher-level history courses to fulfill the Core requirement.

Natural Science: The A.P. exam in science does *not* fulfill the Core natural science requirement. Students who have taken the exam in science may take higher-level courses in the science in which they took the exam, but must still complete a year of science.

Social Science: Students receiving a 4 or a 5 on the A.P. test in either **Government** or **Politics** are exempt from *half* the social science Core requirement.

The A.P. exams in Economics do not fulfill the Core Social Science requirement. Students who have taken these exams may take higher-level courses in economics or Core-level courses in another social science to fulfill the requirement.

Mathematics/Computer Science: Students receiving a score of 4 or more on the **AP Calculus** exam, or a 3 or more on the **BC Calculus** exam, are exempt from the two-course Core requirement in mathematics. Students receiving a score of 3 or more on the exam in Computer Science are exempt from *half* the mathematics Core requirement for A&S and Education students.

Fine Arts: Students receiving a score of 3 or more on the Art History exam or the Studio Art exam are exempt from *half* the cluster Core requirement for A&S students.

A&S and CSOM Foreign Language Proficiency Requirement: Students receiving a score of 3 or better on the A.P. test, or a score of 500 or better on the Achievement Test in French, German, Spanish, or Classics have fulfilled the language proficiency requirement.

Advanced placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Admission Office by August 1.

Should a student earn 18 or more credits, whether through superior performance on a minimum of three A.P. tests or through acceptance of

at least six three-credit courses or any combination of these two methods, he or she will be eligible for advanced standing. Should fewer than 18 credits be earned, the student may still be excused from Core requirements; however, electives must be substituted for these Core courses. Thirty-eight courses will still be required for graduation from Boston College.

Early Admission

Under the Early Admission Program, outstandingly gifted and highly motivated high school juniors are sometimes admitted to Boston College one year early. Early Admission candidates must obtain from their high school a letter stating that either they have completed all their requirements for graduation, or that they will receive their diploma after the freshman year at Boston College. All Early Admission candidates are required to arrange for a personal interview at Boston College. Decisions on Early Admission applications are made after the receipt of the final grades in the junior year.

AHANA* Admission Information

*AHANA is an acronym for African-American, Hispanic, Asian and Native American students.

Boston College welcomes and encourages applications from students of all backgrounds and cultures. Although the entire Admission Staff is charged with the task of recruiting culturally and ethnically diverse students for Boston College, a select group of admission professionals evaluate the applications from African-American, Asian, Hispanic and Native American students, reviewing these applications in light of the applicant's cultural and educational background. Each year, a small group of AHANA students is invited to attend Boston College through the Options Through Education Transitional Summer Program. This program is designed to assist those students who may have some educational disadvantages, but do demonstrate academic potential and motivation.

International Student Admission

Boston College welcomes the International applicant. The International Student Admission Program is responsible for the recruitment, processing and evaluation of all international applications. Students are expected to submit the same credentials (transcripts, recommendations, SATs, Achievements, etc.) as American applicants. Any international student whose native language is not English is required to take the Test of English as a Foreign Language (TOEFL) exam. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. A student wishing financial assistance must complete and file the following documents:

1. The Boston College Financial Aid Application/Validation Form
2. The Financial Aid Form (FAF)
3. A signed copy of student's and parents' most recent Federal Tax Return

The above forms generally become available in the Financial Aid Office (Lyons 210) each

December for the following academic year. All students who receive financial assistance from or through Boston College are required to file a complete financial aid application each year.

Most forms of assistance at Boston College, whether institutional, federal or state, are awarded on the basis of financial need (possibly combined with academic performance or some other special skill). Need is defined as the difference between the total expenses of attending Boston College and the calculated ability of the family to contribute towards those expenses. Students with the greatest financial need are given preference for most financial aid programs, and, thus, tend to receive larger financial aid awards.

The University's estimate of a student's financial need is based on an analysis of the information supplied on the Financial Aid Form, the Boston College Financial Aid Application/Validation Form and the tax returns. A financial aid award or package will combine funds from various sources of assistance. These sources can include either institutional, federal or state funds and can be in the form of grant, loan or work. All students applying for financial aid are expected to make application to their own state scholarship program (residents of Massachusetts, New Hampshire, Connecticut, Rhode Island, Vermont, Pennsylvania, Maine, and Maryland) as well as to the Federal Pell grant program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a \$2625 Stafford Loan (formerly Guaranteed Student Loan) each year. Students are also expected to work on a limited basis (10-20 hours per week) during the academic year.

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other, "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Financial Aid Office and the University may be required to adjust the aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet financial need and second, to reduce the self-help component (loan or work) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected.

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. A student receiving renewable Boston College Scholarship or Grant funds must maintain a cumulative average of 3.0 and 2.5, respectively, in addition to financial eligibility, in order to keep the award. Academic performance is reviewed at the end of each year to determine renewal eligi-

bility. Also, students receiving a Perkins Loan and/or a Nursing Student Loan are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all College Work-Study dates and deadlines. A student's work-study award will be cancelled if he or she has failed to secure a job *and* to return the completed Hire Form by October 1.

All financial aid awards are made under the assumption that the student status (full-time, part-time, half-time, Evening) has not changed. Any change in the student's status must be reported to the Financial Aid Office as it can affect the financial aid award. In addition, all financial aid applicants must be maintaining satisfactory progress in their course of study. Satisfactory academic progress is defined by the dean of each school at Boston College. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Students participating in the Foreign Study Program or Resident Assistant (RA) programs are encouraged to check with their financial aid counselor as this program may affect receipt of Boston College Scholarship or Grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application/Validation Form, the Boston College Financial Aid Award Letter, and the Financial Aid Instruction Booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents which may be distributed by the Boston College Financial Aid Office.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on *new, additional* information not already included in the student's original application material. An appeal should be made by letter to the student's financial aid counselor. Students who have lost Boston College Scholarship or Grant funds due to failure to maintain the required cumulative average have the right to appeal that decision. The student may appeal to request additional aid to meet any unmet need created by the loss of a renewable award; or to appeal the actual withdrawal of the guarantee on an award by presenting any extenuating circumstances that may have affected his or her past academic performance.

When applying for financial aid, the student has the right to ask:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all Federal, State, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.

- what criteria the institution uses to select financial aid recipients.

- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc. are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.

- how much of the student's financial need, as determined by the institution, has been met.

Students also have the right to request an *explanation* of each type of aid, and the amount of each, in their financial aid award package. Students receiving *loans* have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must commence, and any cancellation and deferment provisions that apply. Students offered a *Work-Study* job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid.

A student also has the responsibility to:

- pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
- provide all additional information requested by either the Financial Aid Office or the agency to which the application was submitted.
- read and understand all forms he or she is asked to sign, and keep copies of them.
- perform in a satisfactory manner the work that is agreed upon in accepting a College Work-Study job.
- know and comply with the deadlines for applications or reapplications for financial aid.
- know and comply with the College's refund procedures.
- notify the Financial Aid Office of any change in their status.
- attend an Entrance Interview if he or she is a new loan borrower.
- attend an Exit Interview prior to withdrawal or graduation.

STUDENT SERVICES

AHANA Student Programs

(African-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing cultural programs.

Options Through Education Program: Sponsored by the Office of AHANA Student Programs, this six-week summer residential pro-

gram has as its objective the goal of equipping 40 pre-freshmen, identified by the Admissions Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas: English and Mathematics. In addition to a focus on academics, the program seeks to introduce its students to the diverse resources available at Boston College and in the greater Boston community.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition in 31 varsity sports for men and women.

Career Center

Career planning can begin as early as freshman or sophomore year, allowing for ample time during one's college years to research and explore career fields which encompass one's interests, values, and skills.

The Career Center provides workshops, individual counseling and informational resources on all aspects of career decision-making, and, for those seeking summer jobs or full-time employment, assistance with the techniques involved in job-hunting.

The workshop "Jobs, Options, and You" is especially valuable in providing a focus for career exploration. From this workshop, students move into active use of the Center's wealth of occupational information. The Center's Career Resource Library contains books, files, and videotapes on career fields, graduate schools, specific employers, and job-hunting techniques. An easy-to-use computerized career guidance system, provides interest and skill assessment, as well as descriptive information about more than 400 careers. The Career Information Network consists of more than 800 alumni volunteers who host students at their workplaces and discuss the realities of their career fields.

The Boston College Internship Program provides a clearinghouse of career-related internships enabling students to integrate coursework with practical field experience.

For the job-hunting student, the Center provides group and individual advising in resume-writing, interviewing, and job-hunting techniques; an on-campus recruiting program; current job listings; and a credentials service.

There's something for everyone, freshmen through graduate students and alumni, from every school and major, at the Career Center. Visit the office at 38 Commonwealth Avenue and pick up the Center's monthly publications.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportu-

nities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215, x3475.

Dean for Student Development

The Office of the Dean for Student Development coordinates the planning, implementation and evaluation of programs and services promoting student development. This includes overseeing student clubs and organizations, programming, judicial affairs, off-campus and commuting student affairs, and international student services. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline, the judicial process, and the Administrator-On-Call program.

Dining Services

The University offers service in five dining area locations for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Eagles Nest and Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, and Walsh Cafeteria on Lower Campus. In addition, students can use their Meal Plan in the Golden Lantern Restaurant, Grocery convenience stores, The Club, the Cafe, and the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Ave. and Greycliff dormitories. The cost of the full Meal Plan for the 1992-93 year is \$1,460.00 per semester or \$2,920.00 per year.

Optional meal plans are available to all other students living in on or off-campus apartments, or to commuters. Rates vary.

Further information can be obtained by contacting the University Meal Plan Office, 552-3533 or x3533, Lyons Hall 1B. A Dietician is available to those students with special dietary needs or restrictions by calling 552-3178 or x3178.

Disabled Student Services

Disabled students applying to Boston College are strongly encouraged to make their disability known voluntarily to the Admission Office on the appropriate section of the application form. This information will not affect the decision on admission; rather, it will give the University the opportunity to offer specific assistance and support through programs and services provided by different departments on campus.

For more information regarding building and program accessibility for students with physical disabilities, contact John Hennessy, Coordinator of Services for Physically Challenged Students, Gasson Hall 108, 617-552-3310. For more information regarding services for students with learning disabilities, contact Dr. David John Smith, University Counseling Services, Gasson Hall 108, 617-552-3310.

Health Services

The primary goal of the University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and mental health of the student body. The Department has two units: a

Clinic located in Cushing Hall on the Chestnut Hill Campus, and a 20-bed Infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

Boston College requires that all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary fee is included on the tuition bill. Undergraduate students living off-campus who have been charged this fee may request a waiver from University Health Services Office in Cushing Hall in September. All students may have access to the facilities for first aid or in the case of an emergency.

The Health/Infirmary Fee is specifically for medical care provided on campus by University Health Services and is not to be confused with medical insurance. Massachusetts law requires that all full-time students be covered by an Accident & Sickness Insurance Policy so that complete protection may be assured in case of hospitalization or other costly outside medical services. (See Massachusetts Medical Insurance, above.)

An informational brochure entitled *Health Services Student Guide* is available at University Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Immunization

Massachusetts State Law requires all college students born after 1956 to show evidence of satisfactory immunization against measles, mumps, rubella, tetanus and diphtheria. Students who fail to provide evidence of immunization may be prevented from registering and attending classes.

Residence Accommodations

Boston College offers several different types of undergraduate student housing in three different residence areas. Each area houses both male and female students. The building style and individual accommodations vary with the location and are described below:

Lower Campus

- *Edmond's Hall Apartment Complex*: The nine-story Edmond's Hall Apartment Complex, completed in the fall of 1975, houses approximately 795 male and female students in 200 two-bedroom apartments. Each apartment unit consists of two bedrooms, bath, dining area, kitchen and living room. These modern, completely furnished, apartment units house primarily upperclassmen. Subscription to the University Meal Plan is optional.

- *Ignacio and Rubinstein Apartment Complex*: This air-conditioned apartment complex, completed in the spring of 1973, houses 725 students. Each completely furnished apartment unit includes two or three bedrooms, two baths, living room, dining area and kitchen. This area houses males and females, four or six per apartment, but is generally restricted to juniors and seniors. Subscription to the University Meal Plan is optional.

- *Vouté Hall and 80 Commonwealth Avenue*: These apartment-style residence halls were completed in the fall of 1988. Each two-bedroom apartment has a full kitchen, dining, and living room plus a full bath. 384 upperclassmen reside in these fully-furnished units. Seventeen townhouses are unique features of these halls. The buildings provide students with access to a variety of lounges equipped

for study and social uses, libraries and a weight room. Subscription to the University Meal Plan is optional.

- *Modular Apartment Complex*: The Modular Complex consists of 80 duplex townhouse apartments. Completed in the spring of 1971, each air-conditioned and fully furnished apartment unit has three bedrooms, two and one-half baths, living room, and kitchen. This area houses both male and female students, six per apartment, but is generally restricted to seniors. Subscription to the University Meal Plan is optional.

- *Michael P. Walsh, S.J. Residence Hall*: This suite-style residence hall, completed in the fall of 1980, consists of four- and eight-person suites housing approximately 799 male and female students. Each eight-person suite has a furnished lounge area and includes a sink and counter space. Each floor of the residence hall has a separate lounge and study area. The facility also includes a 650-seat dining hall, a television lounge, a laundry room, and a fitness center. These units house primarily sophomores. Subscription to the University Meal Plan is mandatory.

- *Sixty-Six Commonwealth Avenue* is located on the Lower Campus. This upperclassman facility houses 144 students in predominantly single accommodations. Each room is fully furnished and additional lounge areas are provided on every floor. The building also has a chapel where weekly masses are conducted. Subscription to the University Meal Plan is mandatory.

Upper Campus Residence Halls

These are standard residence halls with double and triple student rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, desk lamp, wastebasket and shades. These twelve buildings house approximately 150 students each, normally freshmen and sophomores. All Upper Campus residents are required to subscribe to the University Meal Plan.

Newton Campus Residence Halls

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. Daily free bus service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs which make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a dining room and cafeteria are located on the campus, as well as a library and a chapel.

Special Interest Housing

The University offers a variety of Special Interest Housing options to undergraduate students. The *Romance Language Hall*, located on the Upper Campus in Medeiros B, primarily houses students who want to improve their speaking knowledge of French and Spanish.

Greycliff Honors House, located one-half mile from the main campus, houses 45 undergraduate students who are participating in the Honors Program. Faculty lectures, cultural and academic programs are held in this residence hall throughout the year.

The *Multi-Cultural floor*, open to students of all ethnic and racial backgrounds, will give resi-

dents the opportunity to be introduced to and learn about various cultures. Students work to define and promote diversity within the hall and throughout the University through programmatic methods.

The *Substance Free floor* allows students to reside on an alcohol, drug, and tobacco free floor. Residents are required to plan and participate in a biweekly program/discussion and to sign a Substance Free Living Agreement prior to moving in.

Edmond's Hall ninth floor has been designated as a 24-hour quiet living floor. Upperclassmen are able to reside in apartment-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

Upperclassmen interested in living in an atmosphere that develops community and serves the greater Boston College campus reside together in apartment-style accommodations on the Community Living Floor. Students meet once a week to plan service projects, retreats, and dinners. The community exists to help each member grow socially, intellectually, morally, and spiritually.

Freshmen American students who want the experience of living with an International student are placed together on Intercultural Floors on the Newton and Upper Campuses. Cultural programming is concentrated around this interest. Resident Assistants are specially trained to meet the needs of these students.

Off-Campus Housing

The University operates an Off-Campus Housing Office in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rental in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. From June 1 to September 1, the office is open Monday through Friday, 9:00 a.m. to 7:00 p.m.. Listings are available by mail.

In addition to the stated facilities, the University may lease additional facilities on a temporary basis if faced with a housing shortage in accommodating students.

University Counseling Services (UCS)

UCS provides counseling and psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services provided include individual counseling and psychotherapy, group counseling, consultation, evaluation and referral. Students wishing to make an appointment may contact a counselor in any one of the Counseling Offices on campus (Gasson 108, 552-3310; Fulton 201, 552-3927; Campion 301, 552-4210).

ACADEMIC REGULATIONS

Note: In addition to being familiar with the Academic Regulations and degree requirements in this University section of the *Bulletin*, students are expected to know the Academic Regulations and degree requirements of their own college printed on subsequent pages. Students should not rely on oral representations regarding academic regulations or degree requirements. Any questions re-

garding degree requirements should be referred directly to the Office of the University Registrar.

University Degree Requirements

The requirement for the Bachelor's Degree in the undergraduate day colleges is the completion with satisfactory cumulative average (at least 1.5, with the exception of the College of Arts and Sciences, which requires a minimum average of 1.667) of at least 38 three-credit courses, or their equivalent, distributed over eight semesters of full-time academic work. In the summer, the University Registrar sends each undergraduate degree candidate an evaluation of remaining degree requirements. Core and major requirements stated in the Bulletin may, in exceptional circumstances, be waived or substituted by the student's Dean or major department. Such exceptions must be communicated in writing to the Office of the University Registrar. Acceleration of degree programs is possible in exceptional circumstances, provided Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

University Core Requirements

The minimum liberal education Core requirements to be fulfilled by all undergraduate students, as administered by the Council on Liberal Education, over a four-year period, will be the following:

2 in English

2 in European History

2 in either Natural Sciences or Mathematics

2 in Social Sciences (Sociology, Political Science, Economics, Psychology and approved courses in the professional schools)

2 in Philosophy

2 in Theology

For specific Core requirements in the individual schools in the University, students should consult the appropriate sections of this Catalog.

Grading

The grading system consists of twelve categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

A student who has not completed the research or written work for a course taken in the fall or spring semester or is absent from the course examination in either semester, may, with adequate reason and at the discretion of the instructor, receive a temporary grade of Incomplete (I). All such "I" grades will automatically be changed to "F" after six weeks in the semester following the semester in which the course was taken.

Students who are enrolled in a year-long course which is graded at the end of the year will receive a grade of "J" for the first semester. Students who withdraw from a course after the Drop/Add period will receive a grade of "W." Neither of these grades is included in the calculation of the grade point average.

With the approval of the Dean of their school or college, students may be permitted to take courses for enrichment. These courses are normally taken in the summer. Courses approved for enrichment only may, with the approval of the relevant department, go toward fulfilling a Core, major, or minor requirement. However, grades

for courses taken for enrichment are not computed into the cumulative average, and are not counted toward the total course or credit requirement for graduation.

In computing averages the following numerical equivalents for the twelve (12) letter grades are used:

A	4.00	C	2.00	F	.00
A-	3.67	C+	2.33		
B+	3.33	C-	1.67		
B	3.00	D+	1.33		
B-	2.67	D	1.00		
		D-	.67		

A student's cumulative average is comprised of courses taken at Boston College, and does not include courses accepted in transfer. Information about a course failed remains on the student's record and 0.0 is still computed into averages even if the course is repeated with a passing grade; the later grade is also computed into averages.

Grades will be mailed by the University Registrar's Office to each student shortly after the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report should resolve the discrepancy within the first six weeks of the following semester.

Academic Integrity

Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to a Dean for adjudication or for judgment by an Administrative Board, as the student shall request.

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Chairperson of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant grievance procedures.

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The List classifies students in three groups according to semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); Third Honors (3.300-3.499). In order to be eligible for Dean's List, students must also earn 12 or more credits and receive a passing grade in all courses; students who have withdrawn or failed a course and students who have received an incomplete grade or a "J" grade (see Grading Scale section, above) will not be eligible for the Dean's List.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades. Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5%; and Cum Laude to the next 15%. These percentages are based on the student's eight-semester cumulative average.

Absence from a Semester Examination

Students will have to arrange for making up a semester examination which they have missed

with the professor. Professors are asked to announce the time and manner by which students must notify them of absence and make arrangements for taking the absentee examinations. If, in particular courses, announcements about absentee examinations are not made, students should ask the professors to specify the acceptable excuse(s) for absence and the manner and time of notification and of arrangements for the make-up examination.

The only exception to the foregoing is the case where the student, because of an extended illness or serious injury, will miss all or most of his or her examinations and be unable to make up examinations for a week or more beyond the period scheduled for semester examinations. In such cases, the student or his or her family should call the Office of the Associate Dean of his or her college as soon as the prospect of extended absence becomes clear.

Student Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed. However, such makeup examination or work shall not create an unreasonable burden upon the University.

Transcript of Record

A record of each student's academic work is prepared and maintained permanently by the Office of the University Registrar. While cumulative averages for academic majors are made available to students who are currently enrolled, these averages are not maintained as part of a student's permanent academic record. Only the student's final *overall* cumulative average appears on the permanent record (transcript).

Transcript requests must be submitted *in writing* to: Transcript Requests, Office of the Registrar, Lyons Hall 101, Boston College, Chestnut Hill, MA 02167.

Under normal conditions requests are processed within 72 hours of receipt. If rush service is required, a flat \$5.00 "rush fee" will be assessed in addition to the cost of each transcript (\$2.00 per copy). University policy prohibits the issuance of partial transcripts.

Transcript/Diploma Holds

Diplomas will not be issued, nor transcript requests honored, for any student with an outstanding financial obligation to the University. The same policy applies to any student who does not complete the required loan exit interview.

Transfers Within Boston College

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Dean's Office of the school to which admission is sought. Freshmen should wait until late March to initiate this process; other classes usually make inquiries in late October or in late March. The college administration involved in these procedures are:

College of Arts and Sciences

- Dean Green—Gasson 109B
- Dean McHugh—Gasson 104
- Dean O'Keeffe—Gasson 109

School of Education

- Dean Casey—Campion 104A

Carroll School of Management

- Dean Bowditch—Fulton 306B

School of Nursing

- Dean Munro—Cushing 203

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester but before the last three weeks of class will have a "W" recorded in the grade column of their permanent record. Students will not be permitted to drop courses during the last three weeks of classes or during the exam period. Students who are still registered at this point will receive a final grade for the semester.

Withdrawal from Boston College

Students who wish to withdraw from Boston College in good standing are required to complete a Withdrawal Form and complete an exit interview in the University Registrar's Office. In the case of students who are dismissed for academic or disciplinary reasons, the appropriate college administrator will complete this form.

Leave of Absence or Special Study Program

Degree candidates seeking a leave of absence from Boston College are required to complete a Leave of Absence Form available in the University Registrar's Office. Students who take a leave of absence, subsequently decide to enroll at another college and then wish to reenter Boston College, must apply through Transfer Admission.

To assure reenrollment for a particular semester following leave of absence or participation in a special study program, students must notify the University Registrar's Office and the Dean's Office of the college or school about their intention, at least six weeks in advance of the start of that semester.

Readmission

Students who desire readmission will initiate the process in the University Registrar's Office, Lyons Hall. Applications for readmission should be made there and at the Dean's Office of the school involved at least six weeks before the start of the semester in which the former student seeks to resume study. The appropriate Dean's Office will make the decision on the application and notify the former student about the action taken. The decision will be based on consideration of the best interests of both the student and the University.

STUDY ABROAD PROGRAMS

Foreign Study Program

The Foreign Study Program at Boston College has steadily expanded since its inception with four students in 1959. In the early 1970s, approximately 60 Boston College students went abroad annually to study, virtually all enrolled in full year

programs. During the 1992–93 academic year, 300 students will study abroad either for one semester, for the full year, or in summer programs. Students begin the application process by contacting the Foreign Study Office early in their sophomore year.

With the exception of the Cork, Sophia, and Strasbourg programs, Boston College students currently attend foreign universities or study programs sponsored through other American universities or by independent organizations such as the Institute of European Studies. Students take a leave of absence for one semester or a full academic year to study in Europe, Latin America, Africa, Australia, or Asia. The students pay tuition and fees to the other institution. Institutional financial aid does not presently go abroad. Grades are posted but not averaged into the students' cumulative average. For further information, contact Prof. Jeff Flagg, Foreign Study Office.

Irish Studies at University College Cork

The Irish Studies Program offers two study-abroad opportunities to Boston College undergraduates.

The junior year Irish Studies Program at University College, Cork provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Students completing the year-long program receive two semesters of academic credit. Interested students should apply to the Foreign Study Office, and see Professors Dalsimer and O'Neill of the English and History Departments.

Sophia University, Tokyo: Japan/Boston College Exchange

Up to three students enrolled at Boston College may attend Sophia University, Tokyo. Students will have completed at least two years of university work prior to such enrollment. Preference is given to students who have studied Japanese. Participating students are enrolled on a full-time basis as non-degree students at the host university. Tuition is paid to Boston College, and room and board to Sophia. Grades received at Sophia are averaged into the students' cumulative average.

For more information, contact Prof. Marian St. Onge, Director, Office of International Programs, and the Foreign Study Office.

Université Robert Schuman: Strasbourg/Boston College Exchange

Beginning in the fall 1992 semester, four Boston College students may participate in a full-year exchange program with the University of Strasbourg, France. This program offers discipline-based study in Political Science, History and Economics, and is open to students who have completed two years of university work and have solid French language skills. The city of Strasbourg is at the center of the European Community, and is the site of the European Parliament, the Council of Europe, and the Human Rights Commission.

Students who participate in the program pay regular BC tuition, earn full credit while in Strasbourg, and are eligible for all financial aid administered by Boston College.

For more information, contact Prof. Marian St. Onge, Director, Office of International Programs, and the Foreign Study Office.

University of Nijmegen (Holland) Student Exchange

This is a one-year exchange between the English Departments of the University of Nijmegen and Boston College for a Boston College junior majoring in English, and a Nijmegen graduate student. Nijmegen is a city of some 150,000 inhabitants, located on the Rhine near the German border, and the university has 16,000 students, about 350–400 in the English Department. The Boston College student may attend both the undergraduate and graduate courses. All teaching in the department is done in English.

For more information, contact Prof. Richard Hughes, English Department.

Honors Program Junior Year Abroad: Manchester College; Mansfield College, University of Oxford, England

Boston College offers students the opportunity to live and study in Oxford, England through programs at Manchester College and Mansfield College. Students study at Oxford for a full year. Interested students do not need to be in the A&S or CSOM Honors Programs to apply. Mansfield is one of the colleges and permanent private halls that constitute the University of Oxford. Manchester is not a constituent college of the University, but its students have most of the privileges of matriculated students and its system of tutorial instruction follows the traditional Oxbridge structure.

Students attending Mansfield do not live at the college itself, but in houses leased by the college on the outskirts of Oxford. All students may eat in the college dining hall and they all have use of the library and sports facilities of the college. The cost of the program includes tuition and housing, but not meals. Students attending Manchester live in the college and participate fully in the college life.

For more information, contact Prof. Mark O'Connor, Honors Program, and the Foreign Study Office.

Abbey Theatre Summer Program

The Abbey Theatre Summer Program is a six-week summer workshop which consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company. Participants study acting, directing, production, management, and the history of the Irish theater, as well as staging an Irish play. A week of travel concludes the workshop. Students completing the program receive six credits of academic credit. Interested students should contact Prof. Philip O'Leary, English Department.

Boston/Hangzhou Summer Internship Exchange Program

Boston College in cooperation with the Boston/Hangzhou Sister City Association offers a six-week visit to Hangzhou, China. Five Boston College students, graduate and undergraduate, are selected for the visit, which includes a 4-week internship in Sino-Foreign joint ventures, one-week seminar with foreign trading companies, and one week of corporate visits and sight-seeing. Five members/managers from the Hangzhou Trade Commission come to Boston for internships and training. Students pay a program participation fee which covers the cost of room and pocket money during the six-week visit.

For more information, contact Prof. Marian St. Onge, Director, Office of International Programs, and the Foreign Study Office.

Boston/Strasbourg Business Internship Exchange

This program operates in cooperation with the Boston/Strasbourg Sister City Association. It is a reciprocal exchange which involves 15 students from Boston College and 15 students from the Business School of the University of Strasbourg, France. Each student works for six weeks in the host city.

Students pay a program participation fee which covers the cost of room/board and pocket money during the six-week internship. Corporate contributions cover the balance of program costs. Course credit through the summer session is available to students pursuing summer research projects.

For more information, Prof. Marian St. Onge, Director, Office of International Programs, and the Foreign Study Office.

Summer Program in Belgium

Boston College and the Departments of Economics, Fine Arts, History, and Political Science offer a three-and-one-half-week summer program in association with the Irish Institute for European Affairs in Louvain (Leuven), Belgium. Professors in the three departments teach the course assisted by members of the European Economic Community (EEC) in Brussels, and visiting faculty from neighboring universities. Students have the opportunity to interact with the cultural, social, and economic philosophies of our European neighbors. In addition, there is a Travel Component supervised by the Chairperson of the Fine Arts Department and a Foreign Language Component supervised by the Romance Languages Department. Students participating in the program earn three credits. Interested students should contact Katharine Hastings, Assistant to the Academic Vice President, Bourneuf House, x4779.

Other Programs

The Washington Semester Program

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact Prof. Dennis Hale, Political Science Department.

SPECIAL PROGRAMS

Cross Registration Program

Under a program of cross-registration, sophomores, juniors and seniors may take in each semester one elective course at either Boston University, Brandeis University, Hebrew College, Pine Manor College, Regis College or Tufts University if a similar course is not available at Boston College. A description of cross-registration procedures and the authorization form are available in the University Registrar's Office, Lyons 101.

The PULSE Program

PULSE affords the Boston College undergraduate an opportunity to combine community-based field work with the study of Philosophy or Theology. PULSE operates with the assumption that the community work provides an exciting point of departure for serious philosophical and theological reflection.

Through the combination of reflective, academic work and field experience, the program encourages the student to form critical perspectives on society, community and self. A student's experience—whether tutoring an IndoChinese refugee, advocating for an elderly person before a government agency or befriending an abused child—provokes some of the most basic philosophical and theological questions: "What does it mean to be a person? What constitutes justice for the poor and powerless? What does God call me to do?"

Opportunities for field experience are available in a variety of different neighborhoods and social service agencies. Included in the range of placements are crisis-counseling services, community action groups, residences for retarded citizens, adolescent homes and after-school recreation programs. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

Supervision of student work includes on-site meetings with indigenous staff supplemented by meetings on campus with a student coordinator. PULSE thus provides three levels of direction and supervision for student work. (1) The PULSE Director has overall responsibility for the educational goals and interests of PULSE students. In fulfilling that responsibility, the Director works as a consultant and advisor for both students and supervisors. (2) Each field project has a PULSE Council Coordinator, a student who is a member of the PULSE Council. (3) Each field project has an on-site Supervisor who, after an initial orientation session, meets regularly with students to provide information, direction and constructive feedback.

Besides course work and supervision, PULSE sponsors films, slide shows, housing tours and workshops which are all designed to further enhance a student's experience. Some recent workshop topics have been Homelessness and Limit Setting.

Students may participate in PULSE during any of their undergraduate years at Boston College. They may participate in the same project over several semesters or move on to projects treating different problems. Although classroom reflection is regarded as the key to the fullest possible experience, students are allowed to work in projects without participation in a course. Credit, however, can only be made available to those students registered in PULSE courses.

For details on PULSE courses, consult the listings of the Philosophy and Theology departments.

The Program for the Study of Faith, Peace and Justice

This program offers students the opportunity to examine and intensify their faith commitments and to explore the significance of these commitments for the task of bringing about just and peaceful solutions to national and international problems. The Program sponsors courses, campus events, and special activities for its participants.

Students who meet the academic requirements of the Program (see the section on "Minors" in the College of Arts and Sciences section of this Catalog) may minor in Faith, Peace and Justice Studies. Alternatively, students may choose to concentrate on faith, peace, and justice concerns within their major field. In either case the same pattern applies, namely, an introductory course (UN 160, *The Challenge of Justice*), four intermediate courses taken with the advice and consent of the Director, and, finally, UN 590, the Senior Seminar Project.

Campus events include speakers, religious ceremonies, and student-faculty conferences and less formal exchanges on issues of faith, peace, and justice. Special activities for participants of the Program include retreats, evening discussion sessions with faculty, and a final dinner where seniors describe their projects to the juniors.

For further information please contact Prof. James Rurak, Gasson 109, x3886.

Reserve Officer Training Programs

Army Reserve Officer Training Program

In cooperation with Northeastern University, the Army Reserve Officer Training Corps (ROTC) Program is offered to qualified Boston College students. Through the Extension Center at BC, a majority of the classes, drills and training are conducted on the BC campus. The Basic Course (freshman/sophomore) involves about two hours per week with no service obligation, while the Advanced Course (junior/senior) results in a second lieutenant's commission and a service obligation.

Advanced Course students receive \$100 per month while in school. ROTC Scholarships of four, three and two years are available to qualified students and include 80% of tuition, books, fees, and academic supplies, plus \$100 per month while in school. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25) at x3230, or refer questions to Associate Dean for Student Development Michael Ryan, x3470.

Navy Reserve Officer Training Program

This program is available only to students in the School of Nursing. Boston College students may cross enroll in Navy Reserve Officer Training at Boston University. Two, three, and four year programs exist, and scholarships (all expenses except for room and board, with a \$100 per school month stipend) are available for two, three, or four years for qualified students. All classes and drills are held at Boston University. Scholarship students incur a service obligation of four years' minimum active duty, while non-scholarship juniors and seniors incur a three-year active duty obligation. For further information, please contact Associate Dean for Student Development

Michael Ryan, x3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

Air Force Reserve Officer Training Program

Through a new cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer Training Corps program. Scholarships (full and partial) are available to qualified students for four, three or two years and include tuition (full or partial), books, fees, and \$100 per school month stipend. All training, drills and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years' active duty after completion of flight school. To obtain further information, contact Associate Dean for Student Development Michael Ryan, x3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

University Capstone Courses

The University Capstone program offers several integrative seminars each semester for seniors and second-semester juniors in all schools. These seminars are intended to give students the opportunity to relate their college experiences to their lives after college. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, free time, and the search for the purpose of existence. Capstone seminars are taught by faculty from various schools and departments within Boston College, and are limited to 15 to 20 students. For descriptions of the Capstone seminars offered in 1992-93, see the "University Courses" section of this Catalog.

COURSE NUMBERS AND CODES

The alphabetic prefix indicates the department or program offering the course. The number indicates the level of the course.

000-299—Courses for undergraduate registration

300-699—Courses for undergraduate and graduate registration. For Education courses, this range is 300-399

700-999—Courses for graduate registration

(F: 3) or (S: 3)—A 3-credit course that will be offered either in the fall or in the spring.

(F, S: 3)—One course which will be offered in the fall and in the spring, but may be taken only once for 3 credits.

(F: 3-S: 3)—A two-semester course that can be taken both semesters for a total of 6 credits.

Courses with no semester designation are not offered in 1992-93, but are taught by the department on a regular basis.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences confers the academic degree of either Bachelor of Arts (A.B.) or Bachelor of Science (B.S.), depending upon the candidate's major field. All degree programs within the college follow the liberal arts tradition.

Each student takes fourteen courses from the Core curriculum. These courses introduce a student to the variety of ways of interpreting the world and lead to a greater understanding of the methodologies and content of the different disciplines.

Each student selects a major, which is a systematic concentration of courses that develops an understanding in depth of a single academic discipline or of an interdisciplinary topic. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the College of Arts and Sciences. Students are subject to the major requirements as published for the year in which they entered Boston College.

The fields in which majors are available are: Art History, Biochemistry, Biology, Chemistry, Classical Civilization, Classics, Communication, Computer Science, Economics, English, Environmental Geosciences, Geology, Geophysics, Germanic Studies, Greek, History, Latin, Linguistics, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Romance Languages and Literatures, Russian, Slavic Studies, Sociology, Studio Art, Theater, and Theology. An Independent Major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. In addition, students with a special interest in certain interdisciplinary fields may complete a minor in these areas.



ACADEMIC AND CAREER PLANNING

Because of the great diversity of course offerings in the College of Arts and Sciences, it is important that each student exercise care, both in the selection of a major and in the selection of courses in the major, in the Core curriculum, and to fulfill electives. It is also advisable that students, particularly those with even a tentative interest in major fields (e.g. languages, sciences, mathematics or art) which are structured and involve sequences of courses, begin selection of their major and related courses at an early date. Students considering a career in medicine or dentistry

should begin in the freshman year to fulfill the requirements for admission to professional schools in these areas.

In a college as diverse as Arts and Sciences, the choices of courses and areas of concentration are so numerous that a student should avoid a simple or haphazard arrangement of program. To ensure a coherent, well-developed program students must meet with their faculty advisor before pre-registration for each semester. They should also broadly consult with other faculty, students, the Deans, the Premedical and Pre-Law advisors, the

Counseling Office, and the Career Center. Potential employers and professionals outside the University can also help ensure that all academic options have been considered and that plans are properly laid for meeting post-graduate objectives.

It is not necessary, or even desirable, that a degree from the College of Arts and Sciences, by itself, provide all the training needed to perform a specific job. However, it should provide preparation for graduate study in the major field or a related field. It should also furnish sufficient breadth of information and exposure to methods of inquiry so that, either alone or with additional training provided by the professional schools or employers, the student might effectively prepare for any one of a wide variety of careers, perhaps for one not foreseen while the student is in college.

ACADEMIC REGULATIONS

These Academic Regulations are effective from September of the academic year printed on the cover and binding of this Catalog except where a different date is explicitly stated in a particular Regulation. If, after a student has withdrawn from Boston College, there have been changes in the Academic Regulations, and if the student is subsequently readmitted to the College, the Regulations in effect at the time of return apply.

Each student is expected to know the Academic Regulations presented below.

Requirements for the Degree

1.1 The requirement for the Bachelor's Degree is the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Within this requirement, all students must complete the 14 course Core curriculum and a major of at least 10 courses and must fulfill the language proficiency requirement. Thirty-two of the required 38 courses must be in Departments of the College of Arts and Sciences. The remaining 6 courses may be chosen from the offerings at the Boston College professional schools.

1.2 The following 14 courses comprise the Core curriculum and are required of all students:

- 2 courses in English
 - 2 courses in History (European History)
 - 2 courses in Philosophy
 - 2 courses in Theology
 - 2 courses in Natural Science (Biology, Chemistry, Geology/Geophysics, Physics)
 - 2 courses in Social Science (Economics, Political Science, Psychology, or Sociology)
- and either: 2 courses in Mathematics *or* 1 course each in Fine Arts and in Communication & Theater

Identification of the courses which will satisfy the Core in each department can be determined by

contacting the department and by reference to each semester's *CoRSS* Booklet.

1.3 All students in the College of Arts and Sciences must before graduation demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by a satisfactory score on a standardized exam, by passing an exam administered by a Language Department, or by successful completion of the second semester of course work at the intermediate level or one semester above the intermediate level. Fulfillment of the proficiency requirement by examination does not confer course credit.

1.4 Each major within the College of Arts and Sciences requires at least 10 courses. No more than 12 courses for the major may be required from any one department. Two of these may be taken at the introductory level, at the discretion of the department. For the remainder of the courses, each department may designate specific courses or distribution requirements either within or outside the department to assure the desired coherence and structure of the major program.

1.5 It is possible for a student to major in two fields, but for each major all requirements must be satisfied, *and no course may count towards more than one major* or towards a major and a minor.

Normal Program, Overloads, Acceleration

2.1 Freshmen, sophomores, and juniors are normally required to carry five courses per semester; seniors, four courses per semester. Students who fail to complete the normal semester course load by failure, or withdrawal from a course, or by underloading, incur a course deficiency(cies). Non-seniors who wish to take only four courses in a semester may do so, but should consult with one of the Deans. Students should make up deficiencies as soon as possible (see 5.4). Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.2 Tuition shall apply per semester as published even if a minimum full-time load or less is carried.

2.3 All students wishing to enroll in a sixth course during a semester must receive a Dean's approval during the drop-add period. Approval will be given to the request of students who have earned in a full course load at least a 3.0 overall average or a 3.0 average in the semester immediately prior to the one for which the overload is sought. Students whose averages are between 2.0 and 3.0 may, under exceptional circumstances, be allowed by a Dean to enroll in a sixth course. Students who obtain Dean's approval to overload should register for the sixth course during the Drop/Add period, and must notify the Dean by the sixth week of classes whether they wish to drop the course or keep it for credit. Students are not permitted to take a sixth course in their first semester at Boston College.

All students taking a sixth 3-credit course for acceleration will be charged at the prevailing credit-hour rate.

2.4 The only courses which a student, after admission to Boston College, may apply towards an Arts and Sciences degree (whether for Core, ma-

jor, or total course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Deans of the College of Arts and Sciences are authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross-registration programs;
- the Foreign Study Program;
- official college exchange programs;
- special study programs at an academic institution other than Boston College;
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration.
- courses approved to make up deficiencies as specified in 5.4

For any of the above exceptions, students must obtain in advance written approval from a Dean of the College of Arts and Sciences.

2.5 After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the College of Arts and Sciences (Gasson 103) to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.2; they will be considered for approval only for exceptional reasons. In accordance with University policies governing accelerated programs of study, the following will also be applicable:

1. Summer courses intended for acceleration must be taken at Boston College and must be authorized in advance by a Dean.
2. Overload courses taken for acceleration will carry an extra tuition charge. This includes fifth courses taken during senior year.
3. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study.

Pass/Fail Electives

3.1 Non-freshmen are eligible to enroll in a course on a Pass/Fail basis. Approval must be obtained from an Arts and Sciences Dean during the registration or Drop/Add periods.

3.2 No student may take more than 6 Pass/Fail courses for credit towards a degree.

3.3 Courses taken to fulfill Core or major requirements and any language courses taken before the language proficiency requirement is fulfilled may not be taken on a Pass/Fail basis.

Fulfillment of Requirements by Equivalencies

4.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses:

a. At any time before the senior year, a student may be exempted from taking courses in a Core area. Such exemptions will be based on equivalency examinations in which the student demonstrates, to the satisfaction of the chairperson of the department concerned, a mastery of the content of such course(s). Exemptions do not carry grade or credit.

b. Certain departments offer and identify full-year courses whose second semester content builds upon the material covered in first semester. For this reason, a student who fails the first semester of such a course should seriously con-

sider whether it is advisable to continue in the second semester. However, a student may, with the approval of a Dean, be allowed to continue in the course. A second semester grade of C+ or better will entitle the student to credit and a grade of D- for the first semester of the course. This regulation may be applied also to Pass/Fail electives in a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D-, will be awarded for the first semester in such cases. A list of departments and courses where this regulation applies is on file in the Dean's Office.

Academic Standards

5.1 It is expected that a student will pass five courses each semester for the first three years and four courses each semester senior year. Students who do not meet these expectations because of failure, withdrawal or underload will incur course deficiency(ies). In order to remain in the College a student must maintain a cumulative average of at least 1.5 for the first five semesters and have a cumulative average of 1.667 in order to begin senior year and to graduate.

5.2 A student who has incurred three or more deficiencies will be required to withdraw from the College at the end of the semester in which the student has incurred the third deficiency. A student whose cumulative average falls below 2.0 or who incurs two deficiencies is automatically on academic warning. The Deans of the College shall notify any student on academic warning and require that student to obtain appropriate academic advice.

5.3 A student who has been required to withdraw because of three or more deficiencies may be eligible for readmission. To be eligible for return a student must fulfill the conditions specified by the Dean's letter of withdrawal. This will ordinarily include the reduction of deficiencies and the attainment of a minimum grade point average. A student who fails to fulfill the specified conditions will not be allowed to return to the College.

5.4 A student who by failure, withdrawal or underload lacks the number of courses required by his or her status must make up the deficiencies. Students who transfer to Boston College with fewer courses credited than required for the status assigned by the Admissions Office must make up these deficiencies in order to graduate as scheduled. Deficiencies may be made up by taking courses in the summer session or part-time division of Boston College or another accredited 4-year college. All such courses must be approved beforehand by an Arts and Sciences Dean and the student must earn a minimum grade of C-. With special permission, a student may make up deficiencies by passing additional courses at Boston College in a regular academic year. A deficiency should be made up as soon as possible after it has been incurred.

5.5 No more than three approved 3-credit courses or their equivalent from any one summer will be accepted to make up deficiencies. No more than eight approved 3-credit make-up courses or their equivalent will be accepted for degree credit.

5.6 Appeals on matters of fact involved in required withdrawal or readmission are to be made to the Associate Deans; their decision, after review of such matters, when unanimous is final. Appeals on matters of fact where the decision of the Associate Deans on review is by split vote and appeals on questions of interpretation of the regulations involved in required withdrawal or readmission may be carried to the Dean of the College of Arts and Sciences for final adjudication.

Course Requirements

6.1 Students are expected to attend class regularly, take tests and submit papers and other work at the times specified in the course syllabus by the professor. A student who is absent from class on the day of a previously announced test or assignment is not entitled, as a matter of right, to make up what was missed. Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

6.2 A student who must miss class for an extended period of time (a week or more) should bring documentation of the difficulty to the class Dean. The Dean will notify course instructors of the reasons for a student's absences and request reasonable consideration in making up work that has been missed, but final arrangements for completing course work are entirely at the discretion of the course instructor.

There are situations where a student misses too much work and too many classes to be able to complete the course satisfactorily. In such cases, it is advisable to withdraw.

6.3 Students are responsible for taking all tests, quizzes, and examinations when they are given and have no automatic right to be given a make-up examination. They are also responsible for submitting all written work for a course to the instructor by the published deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions.

Leave of Absence

7.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Associate Dean's Office. A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions, and will usually last for no more than one year, although petition for extension is possible.

Academic Honesty

8.1 The College expects all students to adhere to the accepted norms of intellectual honesty in their academic work. Any form of cheating, plagiarism, or dishonesty, or collusion in another's dishonesty is a fundamental violation of these norms. It is the student's responsibility to understand and abide by these standards of academic honesty.

Cheating is the use or attempted use of unauthorized aids in any exam or other academic exercise submitted for evaluation. This includes data falsification; the fabrication of data; deceitful alteration of collected data included in a report; copying from another student's work; unautho-

rized cooperation in doing assignments or during an examination; the use of purchased essays or term papers, or preparatory research for such papers; submission of the same written work in more than one course without prior written approval from the instructor(s) involved; and dishonesty in requests for either extensions on papers or make-up examination. *Plagiarism* is the deliberate act of taking the words, ideas, data, illustrative material, or statements of someone else, without full and proper acknowledgment, and presenting them as one's own. *Collusion* is assisting or attempting to assist another student in an act of academic dishonesty.

As part of their scholarly development, students must learn how to work cooperatively in a community of scholars and how to make fruitful use of the work of others without violating the norms of intellectual honesty. They have a responsibility to learn the parameters of collaboration and the proper forms for quoting, summarizing, and paraphrasing. Faculty advisors and other faculty members can give additional information and instruction in this area.

A faculty member who detects any form of academic dishonesty has a responsibility to take appropriate action. The faculty member also has the responsibility to report the incident and penalty to the Department Chairperson and to the appropriate class Dean. The report will remain in the student's file in the Dean's office until the file is destroyed.

If the gravity of the offense seems to warrant it or if the faculty member prefers that another academic authority decide the matter, he/she may refer the case to a Dean. In addition, if the student feels that a faculty member's decision is unfair or excessive, he/she may choose to have the matter adjudicated by an Associate Dean or by an Administrative Board.

8.2 If an Associate Dean adjudicates the matter, he/she will interview the student, the faculty member bringing the charge and other appropriate persons and review all the evidence submitted by the student and/or faculty member. Any appeal from the decision of an Associate Dean shall be to the Dean of the College. The student must file this appeal in written form within 10 days of the date of the Associate Dean's decision. The decision of the Dean is final.

8.3 An Administrative Board shall be composed of three people from the College, i.e., an Associate Dean, a full-time faculty member, and a student. The faculty member shall be selected by the Dean from a list of six faculty members designated annually for this purpose by the Educational Policy Committee. The student member shall be selected by the Dean from a list of six A&S students designated annually for this purpose by the student members of the Educational Policy Committee.

A student coming before an Administrative Board shall have the right to exercise two challenges without cause against the student and/or faculty appointees to the Board.

The Board shall submit its recommendations to the Dean of the College who shall review the report, make a final determination and communicate the decision to the student. The decision of the Dean is final.

Procedure of Appeal

9.1 Students with questions of interpretation or petitions for exception from these Regulations, apart from those specified in 5.5 above, may submit them to an Appeals Board appointed by the Educational Policy Committee.

9.2 A student should resolve problems on the manner in which grades have been awarded or on the academic practices of an instructor by direct and immediate contact with the instructor. In the rare case of an unresolved question the student should first refer the matter in an informal manner to the chairperson or director of the appropriate department or program.

9.3 A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal a student files a written statement with the department chairperson or program director and thereafter the appeal is handled in accordance with guidelines approved by the Educational Policy Committee of the College. Current guidelines are available at the Office of the Dean.

Internal Transfers into Arts and Sciences

10.1 Students in the schools of Education, Management and Nursing may apply for transfer to the College of Arts and Sciences at the end of their freshman year.

10.2 Students transferring into the College of Arts and Sciences will ordinarily be expected to have a cumulative average of at least 3.0 and no deficiencies. All students must complete at least 3 semesters of full-time study in A&S after the transfer; previous enrollment in A&S courses will not satisfy this requirement nor will study abroad or other special study programs.

Grade Change

11.1 Grades submitted by faculty at the end of each semester are considered final grades unless the faculty member has granted a student an extension to finish course work. Such extensions should only be granted for serious reasons, e.g. illness. Any other grade changes should be made only for exceptional reasons. All grade changes, including those for extensions, must be submitted to the Deans for approval no later than 6 weeks after the beginning of the semester following that in which the course was initiated. Incomplete grades which are not changed within the 6-week deadline will become F's and will be considered final grades.

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades: Summa Cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna Cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude to the next 15%. The percentages are based on the student's 8-semester cumulative average.

SPECIAL ACADEMIC PROGRAMS

The Honors Program

The Honors Program offers gifted students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. About seven percent of entering A&S freshmen are invited to join the program each year, on the basis of their high-school records, recommendations of teachers, and SAT scores. Occasionally other students whose performance in freshman year warrants it may be considered for admission to the Honors Program for sophomore year. They should inquire during second semester at the office in Gasson 102. In order to remain in the program students must ordinarily maintain a GPA of at least 3.33.

Students in the Honors Program complete a major in one of the regular A&S departments. In addition they must satisfy the following Honors Program requirements:

Western Cultural Tradition I-VIII: In freshman and sophomore year students are required to take this intensive course, for six credits each semester (a total of 24 credits). It substitutes for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the 20th century. Primary emphasis is on the texts, i.e., this is not a survey course. Each section has approximately 15 students, and is conducted as a seminar. Attendance at class and active participation in discussion are required. There are frequent paper assignments.

Junior Honors Seminar: In their junior year students take at least one of a number of specially designated seminars, which focus in depth on salient topics or unfinished questions from the material of the *Western Cultural Tradition* course.

Honors Thesis: Seniors are required to write an honors thesis (unless they do a Scholar of the College project) under the direction of a faculty member in any department of the university. The thesis is ordinarily done for six credits and extends through both semesters of senior year.

Only students who have fulfilled these requirements satisfactorily and achieved a GPA of 3.3 or higher will have on their permanent records the designation that they have "completed the requirements of the A&S Honors Program."

Scholar of the College

The Scholar of the College Program aims at recognizing, encouraging and challenging superior scholarly and creative ability. In senior year the candidates carry one or two upper division electives while engaged in a Scholar's Project (an unusually scholarly or creative piece of work) under the direction of a faculty member. Candidacy in the Scholar of the College Program is extended to juniors with a 3.3 average who have demonstrated exceptional achievement, maturity, scholarly interest or creative skill and have been nominated by the chairperson of the appropriate department and selected by the Dean of the College of Arts and Sciences. Application for candi-

dacy, an outline of the proposed project and nominations must be submitted to the Dean by mid-November of the junior year if the student is a January graduate and mid-April of the junior year if the student is a May graduate. Upon satisfactory completion of the Scholar's Project, the candidate is given the distinction of Scholar of the College at commencement in May.

Departmental Honors

The designation of departmental honors is reserved for above-average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Independent Major

While under normal circumstances students are advised to follow the formal educational programs offered by the departments, in rare instances, for those students with special interests or needs which cannot be satisfied in a regular major, or double major, the Educational Policy Committee will approve an extra-departmental major called an Independent Major. A student who wishes an Independent Major must plan, with the aid of a faculty advisor, a program involving at least twelve upper division courses, normally extending over no more than three departments, and selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major. Each proposed major should be submitted in writing to the Dean's office before the end of a student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major must ordinarily be the student's only major.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a joint degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Welfare) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year, at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn 135, the Departments of Psychology and Sociology (McGuinn), and the Dean's Office (Gasson 109).

Bachelor's-Master's Program in Arts and Sciences

This is a four-year program offered in conjunction with the Graduate School of Arts and Sciences for students who have at least a 3.3 average and who have demonstrated to an exceptional degree maturity, ability to work independently and knowledge of their chosen field. Under this program a student will, upon satisfying the requirements of both undergraduate and graduate schools, be awarded Bachelor's and Master's degrees. Students interested in applying to this Pro-

gram must present to the Dean of the College of Arts and Sciences by the end of the sophomore year a formal proposal written in consultation with the department chairperson and a graduate faculty advisor in the intended major area. Admission to the Program is recommended by the Dean to the Graduate School of Arts and Sciences after an appraisal of the applicant by the Dean's committee of advisors. Such recommendation will depend on overall excellence in the student's undergraduate record and exceptional performance in the undergraduate major.

Further details regarding the proposal format and overall Program requirements may be obtained from A&S Department offices or the Office of the Dean.

Minors in the School of Education for Students in Arts and Sciences

Arts and Sciences students completing minors in the School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Secondary Education

Students majoring in Biology, Chemistry, English, Foreign Language, History, Mathematics, Geology, Physics, or Theology (*not* for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the junior year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the second semester in the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development, Family, School, and Society, Psychology of Learning, Classroom Assessment, Working with Special Needs Children, Early Childhood Development.

Programs in Computer Science

There are three courses of study in computer science open to qualified students. Arts and Sciences students may either major, minor, or take a concentration in computer science. The major and minor programs are described in the College of Arts and Sciences section of this Catalog under "Computer Science"; the concentration program is described under "Computer Science" in the Carroll School of Management section.

Premedical/Pre dental Program

The Premedical/Pre dental Program at Boston College is not an academic major, but rather a program of study and system of advising designed to help students consider carefully the various career opportunities in the health professions,

guide their academic preparation, and assist them in securing admission to medical and dental schools and other graduate programs in the health professions. The program is overseen by a faculty Advising Committee and is directed by the Pre-medical/Predental Advisor.

Medical and dental schools clearly prefer applicants who have excelled in a particular field of study while demonstrating a high degree of excellence in the basic sciences. A premedical or predental student at Boston College may therefore select a major in any of the natural or social sciences or humanities. He or she, however, is also expected to take one full year of each of the four basic introductory laboratory sciences (General Chemistry, Organic Chemistry, Biology, and Physics) and pursue a liberal education within the context of the College's Core requirements. Many medical schools also recommend that applicants include one year of Calculus and at least some upper-level science courses among their electives. Dental schools in particular, are interested in students with a diversified program of study in both the sciences and the humanities.

Application to medical or dental schools is normally made in the summer before the beginning of senior year. Since the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) and all required course work must be completed before application, it is strongly recommended that all the required courses in science and mathematics be completed by the end of the junior year. A basic program of study for a premedical or predental student includes General Chemistry, Biology, and Calculus freshman year; Organic Chemistry sophomore year; and Physics junior year. Other program sequences are acceptable, however, and may be better suited to a particular student's interests and preparation. These options should be discussed with the Premedical/Predental Advisor.

While the competition for places in dental schools is not as keen as that for medical schools, applicants to either of the professional schools must be concerned with presenting the strongest possible credentials for admission. Premedical and predental students must therefore be prepared to continually evaluate their interests and achievements. Some may wish to consider other career opportunities within the health professions and in other areas.

There are a wide variety of academic routes to medical or dental school. Applicants with slightly lower grades in unusually challenging programs of study are at least as attractive to medical and dental schools as those with strong grades in less demanding programs. Therefore, all premedical and predental students, particularly those who are concerned about their credentials and interested in ways of improving them, should consult closely with the Premedical/Predental Advisor throughout their undergraduate years. Further information can be obtained from the Premedical Advisor, Dr. Robert Wolff, Higgins 610, (x4663).

Foreign Study

The aim of the Foreign Study Program is to enable students to become fluent in a foreign language and understand better a different culture. Students wishing to spend a year or a semester

abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must 1) have a 3.0 average in the major and approximately the same in general average, 2) have completed a significant number of courses in the major and have made substantial progress on core requirements, 3) have the approval of the chairperson of the major department, and 4) have adequate proficiency in the language of the country in which he/she plans to study.

Students should begin the application process by contacting the Foreign Study Office (Gasson 106) early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of sophomore year.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is to be assumed a major, it is possible, in some of them, to develop a major or minor program; all of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program, even if it is not a major.

MINORS

A minor in the College of Arts and Sciences must consist of six courses; contain a required course of an introductory nature; aim for some kind of coherent shape appropriate to the subject matter and offer the student courses which give him or her a sense of definite movement—from a beginning to a middle and an end, from introductory to advanced levels, from general treatments to specialized treatments, etc. Courses counted toward a major may not also count toward a minor. No more than one Core course taken as part of a minor can also be counted as part of the College Core requirement. Students who are double majoring may not minor and no student may have two minors. In the case of interdisciplinary minors, the student's program must include courses from three A&S departments.

Each minor will be administered by a committee, consisting of a Chairperson appointed by the Dean, and members who serve at the will of the Chair. One important function of this committee is the advising of students enrolled in the minor.

With the exception of the restrictions noted above, minors are open to all Arts and Sciences students and the courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions below.

American Studies

American Studies is an interdisciplinary program created by the departments of English, Fine Arts, History, Political Science, and Sociology to expose students to a wide range of approaches to American culture. Students are encouraged, with faculty advisement, to design a minor program which can either contribute to their major or provide a separate area of study altogether.

The American Studies minor consists of three levels. Students shall, prior to the end of the fall semester of their junior year, take two semesters of an introductory sequence *outside* their major. The following sequences will be accepted: 1) 2 semesters of either Major American Writers I, II, or III (EN 141-142-143); 2) American Civilization I & II (HS 181-182); 3) The Arts in America (FA 263-264), or The Arts in America (FA 263) and American Architecture (FA 267) (possible substitute: Art Since 1945 (FA 356); 4) or the following combined sequence: Social Problems (SC 049) and either: Politics and Government in America (PO 024) or The American National Government (PO 302) or American Political Thought (PO 609).

Then, in his or her senior year, each student will take *one* course, designated in the previous year as the American Studies seminar. This course will be interdisciplinary in nature. In the event that enrollment in the Minor is high, more than one course may be so designated. In 1992-93, the seminar will be EN 626, American Culture in Contemporary Nonfiction, taught in the fall of 1992 by Prof. Wilson of the English Department.

Finally, in his or her junior and senior years, each student shall take three courses, again outside the major, and in at least two departments, which constitute some area of focus within the study of American culture. Possible headings under which courses could be grouped include: The Culture of Boston; Gender and Society; Immigration and Ethnicity; and American Modernism.

For further information on the American Studies minor, and application forms, see Prof. Christopher Wilson, Carney 349 (x3719), Prof. James Wallace, Carney 453 (x3712), or Prof. Judith Smith, Hovey House (x8456).

Asian Studies

The Asian Studies program enables a student to study the language, history and culture of the Far East from a number of disciplinary perspectives. The student may select appropriate courses from the offerings of several departments, may design an Independent Major, or may complete an Asian Studies minor.

The requirements for the latter are as follows: 1) 2 courses in Chinese/Japanese language beyond elementary level, 2) 1 course in Asian history, 3) 1 additional course in Asian history or one course in Asian politics or diplomacy, 4) 2 approved elective courses from two of the following areas: Art History (FA), Philosophy (PL), Theology (TH), Political Science (PO), Literature or a second Asian language (SL), and 5) senior research paper, directed, on an approved topic.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission, in advance, from the Asian Studies Committee. The Committee will not permit courses being used for a major to apply also to the Asian Studies minor.

Further information is available from the Director, Prof. Michael Connolly, Slavic and Eastern Languages Department, Carney 236 (x3912).

Biblical Studies

The minor provides a special concentration in Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. The minor consists of six courses to be distributed as follows: 1) two introductory level courses (Core level): one an introduction to Hebrew Scriptures and one an introduction to the New Testament; 2) two upper level (level two and three) courses in the interpretation of particular books of the Bible or in special topics; and 3) two elective courses, including courses in biblical languages, archaeology, and ancient history.

For more information contact Prof. Donald Dietrich, Theology Department, Carney 409 (x3883).

Black Studies

Black Studies at Boston College is an interdisciplinary program which offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts students may pursue a variety of approaches to understanding the black experience.

The minor in Black Studies requires six courses, to be distributed over three departments. Students interested in the minor should enroll in BK 104-105 (HS 283-284) Afro-American History I, II in their sophomore year. They will choose three electives: of the three, one must be in either literature or sociology and one must be concerned with Africa or with the Caribbean. The minor culminates in a seminar or senior project. Black Studies course offerings are cross-listed under the prefix "BK" with several Arts and Sciences departments; for descriptions of Black Studies courses offered in 1992-93, refer to the department listings for English, History, Sociology, Communication and Theater, and Theology. Students interested in the minor should see Prof. Amanda Houston, Lyons 301 (x3238).

Black Studies at Boston College has also developed a unique and significant specialization in local black history. A course in Boston's black history is offered annually and the program regularly sponsors a conference on "Blacks in Boston." For further information, consult Amanda Houston, Director, Black Studies.

Church History

The minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper level courses, the student can focus on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the theology and the history departments.

The normal requirements are: 1) a required, two-semester introductory survey, TH 150-151, The Christian Community: A History or its equivalent; 2) two courses approved by the director of the minor program, in either the same historical period or in closely related periods; e.g., 2

early church history courses; or 1 early church history course and 1 medieval course; 2 Reformation courses; or 1 Reformation course and 1 modern European course; or 1 modern European course and 1 American course; and 3) two upper level electives.

Normally, a student may not use the same course to satisfy both major and minor requirements. A student should be aware that if a course is not offered in his/her field of interest, many faculty will agree to a private course of directed readings. The student will choose or be assigned an advisor from the faculty affiliated with the minor. Inquiries should be addressed to the director. Director of the minor is Prof. James Weiss (Theology), assisted by Profs. Donald Dietrich, Margaret Schatkin, Thomas Wangler, Stephen Brown, and Pamela Jackson (all Theology), Benjamin Braude, Alan Reinerman, Virginia Reinburg (History) and others.

Cognitive Science

The Cognitive Science minor aims to introduce students to the new and exciting field of Cognitive Science. Cognitive Science is an interdisciplinary field which seeks to understand learning, thinking, perceiving, remembering, and understanding by looking at them from an *information processing point of view*. It draws its ideas from Psychology, Linguistics, Computer Science, Philosophy, and Neuroscience.

The minor is intended to let students learn to understand, and perhaps contribute to, this field while at the same time developing a better understanding of how their own minds work and a better ability to work across the borders of traditional disciplines.

The minor requires six courses outside the student's major field. 1) Three foundation courses: PS 147, Cognitive Psychology, MC 140, Computer Science I (or MT 550, Introduction to Structured Programming), and PL 314, The Mind and Its Body. 2) Three courses from one of the following tracks: a) *Machine Intelligence*: MC 373, Robotics, MC 359, Artificial Intelligence, MC 358, Lisp and Prolog. b) *Perception/Cognition*: PS 073, Introductory Psychology, PS 143, Perception, PS 144, Learning Theories, PS 251, Psychology of Language. d) *Language*: 1) SL 311, General Linguistics. 2) A topic in linguistics which can be fulfilled by one of the following: SL 344, Syntax and Semantics, or SL 351, Topics in Linguistic Theory, or SL 399, Semiotics and Structure. 3) A course in the psychology of language (such as PS 251) or in the philosophy of language (such as PL 574). c) *Neuroscience*: PS 273 or BI 481, Introduction to Neuroscience, BI 552, Developmental Neurobiology, PS 150, Physiological Psychology, PS 187, Brain Damage and the Mind, PS 642, Cognitive Neuropsychology. f) *Theory*: PL 577, Introduction to Symbolic Logic, MC 385, Theory of Machines and Languages, or MT 585, Automata and Formal Languages, SL 311, General Linguistics. g) *Philosophy of Mind*: PL 574, Approaches to Language, PL 577, Introduction to Symbolic Logic, PL 615, British Empiricism, PL 661, Aristotle's Scientific Method, PL 768, Insight. *Students may not take a track in their major.*

Interested students should contact the Director, Prof. Jeanne Sholl, McGuinn 343 (x4554).

Faith, Peace, and Justice Studies

Faith, Peace, and Justice do not always seem compatible; an unjust peace may breed violence; an overzealous faith may attack the civil rights of non-believers. Still, the Judeo-Christian, and other major faith traditions attest to the power of God to heal worldly divisions and promise various forms of reconciliation to earthly strife. How these attestations and promises relate to the work for peace and justice is the question this minor is organized to explore. In this way, the academic discipline serves those who hope that their own faith and desire to live it more intelligently may contribute to peace and justice in the world.

Faith, Peace, and Justice minors are given the opportunity and challenge to design their own interdisciplinary program of studies. This program, assembled by the student with the advice of an FPJ faculty advisor and requiring the approval of the FPJ director, follows a sequence of three stages: 1) general introduction, 2) structured exploration, 3) integrative synthesis. The introduction is provided by UN 160 "The Challenge of Justice." Integrative synthesis is accomplished during the senior seminar, UN 590. In between, exploration is structured by the student's choice of one course in each of the following four areas: a) Information and/or Interpretations on the Human Condition; b) Foundations in Faith for Peace and Justice; c) Resources for Maintaining Order or Promoting Change; d) Methods for Reconciling Conflicting Claims and Forces.

Faculty advisement and consent of the FPJ director are aimed at guiding the student's choices of courses toward the formation of a meaningful cluster of four courses. This "cluster" is the foundation for each student's senior project.

For more information contact the Director, Professor James Rurak, Gasson 109, (x3886).

Film Studies

The Film Studies Program has arisen out of a need and desire to assist students in developing critical and technical skills in the area of film. Video, photography, and television also play a supportive role in the development of these skills. As a part of the Film Studies Program a student can pursue any of the electives dealing with above aspects of communications. The Film minor, a joint undertaking of the Fine Arts Department and the Communication and Theater Department, is comprised of six courses: three required (Basic Filmmaking, History of European Film, and Mass Media in the Twentieth Century or Film as Communication) and three electives from the areas of animation, production, film criticism and history, communications, and photography. These courses can be taken over a four-year period in any order convenient to the student's schedule.

Students interested in the Film Studies Program or Film minor can contact Prof. John Michalczyk in Gasson 112 (Honors Program Library), x4573.

German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth understanding of

the various contributions which German-speaking civilization has made—from the early Middle Ages up to the present—to the development of the Western world. Among the disciplines which may be studied are the literature, art, music, history, theology and philosophy of the German world.

Students wishing to minor in German Studies are required to complete six one-semester courses. Of these six electives, a minimum of three upper-level courses are required within the Department of Germanic Studies; one of these three courses will be GM 242 (Germany Divided and Reunited: The Socio-Cultural Scene). The remaining three courses may be chosen—in consultation with the Director of the minor—from the relevant offerings of at least two of the following departments: history, music, theology, fine arts and philosophy. Such courses, which should focus upon subjects related to German culture, will include (but are not limited to) the following: HS 143 (Adolf Hitler and the Third Reich), HS 441-442 (Rise of Modern Germany 1815-1945), MU 150 (Symphony), MU 151 (Concerto), MU 177 (Amadeus: Mozart and Myth), PL 419 (Kant and Hegel), PL 421 (Nietzsche—Prophet of Nihilism), PL 338-339 (The Heidegger Project), PL 429 (Freud and Philosophy), PL 448 (Kant's *Critique*), PL 456 (The Holocaust: A Moral History), PL 561 (Freud and Phenomenology), PL 613 (Marx's *Grundrisse*), PL 632 (The Later Heidegger), PL 634 (The Philosophy of Jurgen Habermas), TH 529 (Nietzsche and Christianity).

Students who are already pursuing a double major will not be accepted into the German Studies minor. Planning and fulfillment of the minor in German Studies require the final approval of the Director of the minor. *Finally, students are encouraged to consult with the Director* concerning opportunities for study abroad during their junior year at a German or Austrian university. Interested students are asked to contact the Director of the minor, Professor Gert Bruhn (Department of Germanic Studies, Carney Hall 357, x3742 or x3740).

International Studies

International Studies is an interdisciplinary field combining work in several departments and professional schools which includes cultural, political and economic relations among nations, international organizations, multinational corporations, private international institutions, and broader social or intellectual movements. Its purpose is to help students carefully design their own program around a central theme focusing on an international issue or problem, a theoretical question or a geographic region. The program provides background for careers in government, business, non-profit organizations, international institutions and journalism, as well as for graduate study. Students are strongly encouraged to include in their programs foreign study, internship or volunteer experience. In an increasing number of cases students have successfully proposed an independent academic major in this field.

Interested students should read carefully the brochure available in McGuinn 201 and discuss their goals with the Director, Prof. David Deese, Political Science Department, McGuinn 217 (x4585) or his Assistants, and, if desired, with one

of the other faculty advisors listed below. They must then submit a personal statement of two or three typed pages which explains the theme of their coursework. Students enrolled in the minor must take at least six courses (on the approved list) from at least three different departments or schools, including at least 1) two theoretical, comparative or thematic courses (page one of the course list) and 2) two regional or area studies courses, with at least one focused on third world nations or other non-western cultures (starting on page two of the course list) and 3) the completion of a substantial paper on an approved topic prepared in a course taken for the minor during senior year. Once completed, the academic minor in International Studies will be recorded on the student's transcript.

For information and assistance, please pick up a brochure from the Political Science Department or contact one of the following faculty advisors: Prof. Patrick Byrne, Philosophy Department, Carney 268 (x3865), Prof. Robert Murphy, Economics Department, Carney 145 (x3688), Prof. David Deese (Director of the Minor), Political Science Department, McGuinn 217 (x4585), Prof. Paul Gray, Sociology Department, McGuinn 417 (x4140), Prof. David Northrup, History Department, Carney 169 (x3792).

Irish Studies

The Irish Studies minor offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, drama and theater, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries and a study tour in Ireland, a one-semester course culminating in two to three weeks of field study in Ireland.

Irish Studies offers a junior year program at University College, Cork, which provides exposure to Irish ethnography, folklore, and anthropology in addition to regular academic offerings. Interested students should apply to the Junior Year Abroad Office and see Prof. Adele Dalsimer, English Department, or Prof. Kevin O'Neill, History Department.

The Abbey Theatre Program, a five-week Summer Workshop, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of the Irish theater. Interested students should apply to Prof. Margaret Dever, English Department. Students minoring in Irish Studies are eligible for the Maeve O'Reilly Finley Fellowship to be used for graduate study in Ireland. This fellowship will be awarded annually to an Irish Studies Minor.

Italian Studies

The minor in Italian Studies, an interdisciplinary program created by the Departments of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian penin-

sula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present, a broad range of studies on developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and the study of the great works of Italian literature.

Six one-semester courses are required, two in literature, two in history, and two in art history. One of the six courses will be the introductory course, "Italy: Art, Literature and History" (FA 297/HS 249/RL 294), which may be credited to the department of the student's choice.

Students will be required to select elective courses in consultation with a member of the Italian Studies Committee: Prof. Scott Van Doren, History (x3166); Prof. Josephine von Henneberg, Fine Arts (x8595); and Prof. Rena Lamparska, Romance Languages and Literatures (x3824) and to coordinate their choice with the Director of the Program, Prof. Josephine von Henneberg.

Substitutions for specific program requirements and the application of cross-registered courses from other academic institutions require express permission in advance from the Italian Studies Committee. Courses already being used for a major may not be applied to the Italian Studies minor. Students who have a double major or who already have a major and another minor will not be accepted.

For further information, contact Prof. Josephine von Henneberg, Barry 310 (x8595).

Medieval Studies

This interdisciplinary program has as its focus the civilization of the Middle Ages, the thousand-year period from the end of the Roman Empire to the Renaissance which produced Thomas Aquinas and Dante, Eleanor of Aquitaine and Thomas Becket, knights and chivalry, cathedrals and universities. A student enrolled in this program as an Independent Major, or as a minor, may investigate all the expressions of medieval society and its culture in courses in medieval history, philosophy, theology, art history, languages, and literature.

The normal course of study for the minor, six one-semester courses, requires: 1) HS 165-166 Medieval European History I/II and 2) four electives, two of which must be taken from one of the following sequences: *FA 221-222 Art of the Medieval World I/II*, *PL 340-341 Philosophy in the Middle Ages I/II*, *two courses in a language or literature of the Middle Ages*.

Additional elective courses may be found under the appropriate departmental listings (Classical Studies, English, Fine Arts, Germanic Studies, History, Philosophy, Romance Languages, Slavic and Eastern Languages, and Theology) and may be chosen with the advice of a member of the Medieval Studies committee.

Students who wish to obtain further information or to register for this program should contact the Director, Prof. Laurie Shepard, Lyons 311 (x3820).

Middle Eastern Studies

This program emphasizes the interdisciplinary study of the Middle East from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in

Middle Eastern Studies useful for careers such as journalism, diplomacy, business, and social service, as well as graduate programs of academic and professional training. Courses cover both the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings. Students who wish to formalize their study of the Middle East may complete a six-course minor as follows:

1) By demonstrating proficiency in a Middle Eastern language by examination or coursework, 2) by completing 6 courses distributed as follows: the introductory course HIS 207/TH 152, Islamic Civilization in the Middle East; 1 course in History or Political Science concerning the Middle East; and 4 approved elective courses from the following areas: Art History, Theology, Economics, History, Middle Eastern Literature or a second Middle Eastern language, Political Science, Sociology.

For further information, consult the Director, Prof. Ali Banuazizi, Psychology Department, McGuinn 324, (x4124).

Modern Greek Studies

The minor in Modern Greek Studies aims at providing a framework for students who, in addition to their major in another field, want to gain some expertise in the language, culture, literature, and history of contemporary Greece.

In many respects, the (glorious) legacy of ancient Greece continues to our day. With the advent of European integration, planned for 1992, it is particularly appropriate to study in depth the language, culture, literature, and history of one of the twelve participants in the new federation which is sure to provide a challenge to the United States.

The minor should be of special interest to the large Boston College undergraduate population of Greek descent because it offers to those students an academic presentation of their heritage. To all students it grants the opportunity to test the approaches of their major field of concentration by applying them to the—very interesting—case of modern Greece.

Requirements: For the minor in Modern Greek Studies six one-semester courses are required, as follows: 1) an introductory level course entitled “Introduction to the Modern Greek World”; 2) two courses in Modern Greek language; 3) two approved electives (the choice is to be determined by consultation with a departmental advisor) in history or literature; and 4) an advanced seminar or independent study in readings and research, during which a senior paper will usually be written.

Some of the requirements under (2) and (3) may be fulfilled through study at a recognized program in Greece (for further information contact the Junior Year Abroad Program or the Department of Classical Studies).

For further information contact the Director of the minor in Modern Greek Studies, Prof. Eugene Bushala, Department of Classical Studies, Carney 124 (x4935).

Russian and East European Studies

The Russian and East European Studies minor enables a student to study the language, history, literature, and social structure of Eastern Europe and the Soviet Union from a number of disciplin-

ary perspectives. The minor requires six approved courses, distributed as follows: 1 introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies); 1 additional course in Russian or East European history or politics; 2 courses in Russian or another East European language at the intermediate or upper-division level; 2 approved elective courses from two of the following areas: Philosophy (PL), Theology (TH), Economics (EC), Literature or language (SL, CL, RL), Political Science (PO), History (HS), Art History or Film Studies (FA), a directed senior research paper. At least one of these two courses must come from outside of the student's emphasis area.

Substitutions for specific requirements of the normal program and the application of cross-registered courses from neighboring institutions require express permission in advance from the Director of the minor. Courses already being used for a major may not apply also to the Russian and East European Studies minor.

Further information is available from the Director of the minor, Prof. Michael Connolly, Carney 236 (x3912).

Women's Studies

The Women's Studies Program coordinates courses which explore the impact of sex and gender on the institutions that shape public and private life. It especially seeks to understand the lives of women, both historically and cross culturally.

The Women's Studies Program offers an interdisciplinary minor, a combination of six courses from at least three different departments, which includes as required courses: Introduction to Feminism (EN 125, PS 125, SC 225) and Advanced Topics in Women's Studies (EN 593).

An unusual offering is *Introduction to Feminism*, a student-taught course under faculty direction in which small groups of students read and discuss material from several disciplines, write journals, attend faculty guest lectures, and do both oral and written presentations, often working in teams. The other courses making up the minor cut across many departments including history, literature, philosophy, psychology, sociology, romance languages, theology as well as other fields including education.

For further information, contact the Director of Women's Studies, Dr. Lorraine Liscio, English Department (x8528).

OTHER INTERDISCIPLINARY PROGRAMS

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty come from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Faculty members offer an interdisciplinary course, HS 272 (PO 080), Introduction to Russian, Soviet and East European Studies, which provides the student with the key themes, theories, and approaches

necessary for further detailed study of Russia, the USSR, and the East European states.

CEERA also sponsors talks and symposia on topics of interest.

Undergraduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information of the operation of the Center are available from: Prof. Raymond T. McNally, Director (History) Carney 171.

Environmental Studies

The Environmental Studies Program assists students in the design of interdisciplinary projects and programs dealing with environmental matters. Through it, students have access to environmental facilities and resources at fourteen area institutions.

Students in the Environmental Studies Program must major in a specific discipline. They may, however, develop a related concentration in environmental studies by choosing relevant courses from the offerings of various departments on the BC campus and, in some instances, on the campuses of those institutions which have consortial arrangements with Boston College. Credit can also be obtained for independent study and internships with various environmental groups, both government and private. The Environmental Program sponsors, from time to time, special programs aimed at increasing environmental awareness. Those interested in pursuing studies in this area should contact Prof. George Goldsmith, Higgins 466, (x3879).

The Immersion Program in French

The Immersion Program is an interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take one to five Core or elective courses in French. They may select courses in French from History, or Political Science. The Romance Languages Department coordinating course RL 341–342 will constitute the student's fifth course. All potential candidates must be interviewed by selected faculty. Prerequisite: At least the equivalent of intermediate college French. For further information contact Katharine Hastings, Bourneuf House (x4779). For listings of French Immersion courses offered in 1992–93, refer to the Romance Languages section of this Catalog.

The Immersion Program in Spanish

The Immersion Program is an interdisciplinary program administered by the Department of Romance Languages and Literature.

Qualified students may take Core or elective courses in Spanish. They may select from courses in History and Spanish Culture. The Romance Languages Department encourages students to enroll in the coordinating course, RL 343–344.

For further information contact Katharine Hastings, Bourneuf House (x4779). For listings of Spanish Immersion courses offered in 1992–93, refer to the Romance Languages section of this Catalog.

SENIOR AWARDS AND HONORS

Scholar of the College: For unusual scholarly and/or creative talent as demonstrated in coursework and the Scholar's Project. Candidates for Scholar of the College are nominated by the department chairperson and selected by the Dean in their junior year.

Order of the Cross and Crown: For men and women who, while achieving an average of at least 3.5, have established records of unusual service and leadership on the campus.

Bapst Philosophy Medal: For overall outstanding performance in philosophy courses.

Andres Bello Award: For excellence in Spanish.

George F. Bemis Award: For distinguished service to others.

Albert A. Bennett Award: For a high level of mathematical achievement and interest in and desire for a career in teaching.

Wendy Berson Award: For excellence in Romance Languages.

Alice Bournenf Award: For excellence in Economics.

Francis A. Brick Award: For outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Brendan Connolly, S.J. Award: For outstanding love of books and learning.

Matthew Copithorne Scholarship: For a graduating senior who exhibits exemplary qualities of character, industry and intelligence and plans to do graduate study at Harvard or M.I.T.

Cardinal Cushing Award: For the best creative literary composition published in a Boston College undergraduate periodical.

The Joseph Dever Fellowship: For a graduating senior who shows promise of a career in writing.

Patrick Durcan Award: For overall outstanding performance in history courses.

Maeve O'Reilly Finley Fellowship: For a graduating senior or Boston College graduate student who has demonstrated outstanding achievement in Irish Studies and who will enter an Irish university graduate program.

Mary A. and Katherine G. Finneran Commencement Award: For outstanding success in studies while also devoting time and talents to other activities for the enrichment of the college and student life.

Thomas I. Gasson, S.J. Award: For a distinguished academic record over four years.

General Excellence Medal: For general excellence in all branches of studies during the entire four years at Boston College.

Princess Grace of Monaco Award: For excellence in French.

Janet Wilson James Essay Prize: For an outstanding Senior Essay in the area of Women's Studies.

William A. Kean Memorial Award: To the outstanding English major.

William J. Kenealy, S.J. Award: For distinction in both academic work and social concern.

Mark J. Kennedy Medical Scholarship: For a student who has been accepted to a medical school and who has been outstanding in character, leadership and scholarship.

Joseph M. Larkin, S.J. Award: Presented annually to the senior member of the Boston College

Dramatics Society who has most clearly exhibited the qualities of dedication and integrity exemplified by the life and career of Rev. Joseph M. Larkin, S.J.

Allison R. Macomber, Jr. Award in the Fine Arts: For outstanding work in the Fine Arts.

Richard and Marianne Martin Award: For excellence in Art History and Studio Art.

John W. McCarthy, S.J. Award: For the outstanding project under the Scholar of the College Program.

Albert McGuinn, S.J. Award: For excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: For a graduating senior who has been accepted at a law school and has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: To the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: For overall outstanding performance in theology courses.

John H. Randall Award: For the best essay on American literature or culture during the previous year.

Mary Werner Roberts Award: Given in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the *Stylus* this year.

Secondary Education Award: For a student in the College of Arts and Sciences who has completed the Secondary Education Program within the School of Education and has achieved distinguished success as a student teacher.

Harry W. Smith Award: For use of personal talents to an exceptional degree in the service of others.

Joseph Stanton Award: To a student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Tully Theology Award: For the best paper on a theological subject.

Max Wainer Award: To the senior who is deemed the outstanding student in classics.

Nominations for these awards may be submitted to the Office of the Dean.

AREAS OF MAJOR STUDY

The philosophy and objective of each major are presented below, along with specific course requirements. These requirements include the number of courses, as well as specific courses or distribution requirements necessary for the major. They may also include requirements for achieving departmental honors. Students are subject to the major requirements as published for the year in which they entered Boston College.

In a liberal arts college, the major is not only a path to some future profession, but is itself, together with Core courses, and electives taken in other areas, a liberal arts experience. A *major* is a systematic concentration of courses taken in a given academic discipline which enables a student to acquire a somewhat more specialized knowledge of the methodologies used in the discipline, their origins, their possibilities and limitations, and the current state of the art. This is done by means of a hierarchical sequence of courses or by appropriate distribution requirements. Attention is to be given to the history of the discipline, its various methodologies and research tools, and to its various subfields, and the areas of concern in which the discipline is presently involved.

B I O C H E M I S T R Y

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in Biochemistry and related courses in Chemistry and Biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. The minimum requirements for the Biochemistry Major are:

- Two semesters of General Chemistry and laboratory
CH 109-110 (or CH 117-118) lecture
CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology and laboratory
BI 200-202 lecture
BI 201-203 laboratory
- Two semesters of Organic Chemistry and laboratory
CH 231-232 (or CH 241-242) lecture
CH 233-234 (or CH 243-244) laboratory
- One semester of Bacteriology and laboratory
BI 310 lecture
BI 311 laboratory

- One semester of Principles of Genetic Analysis and laboratory
BI 302 lecture
BI 303 laboratory
- One semester of Analytical Chemistry and laboratory
CH 351 lecture & laboratory
- One semester of Physical Chemistry
CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology
CH 561-562 Biochemistry I & II lecture; or
BI 435 & BI 440 Biological Chemistry, Molecular Biology lecture
- One semester of Biochemistry laboratory
BI 480 or CH 563 laboratory
- Two advanced electives from the following list:
CH 564 Physical Methods in Biochemistry
CH 565 Structure and Function of Nucleic Acids
CH 566 Bioinorganic Chemistry
CH 567 Protein Structure and Function

CH 569 Enzyme Mechanisms

CH 570 Biomembranes

BI 406 Cell Biology

BI 454 Introduction to the Literature of Biochemistry

BI 474 Principles of Metabolism

BI 515 Biophysical Chemistry

BI 556 Developmental Biology

BI 558 Neurogenetics

BI 570 Biology of the Nucleus

In addition to the above the following courses are also required:

- Two semesters of Physics with laboratory
PH 211-212 lecture and laboratory
- Two semesters of Calculus
MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. This year-long project replaces the requirement for Biochemistry Laboratory (BI 480 or CH 563).

BI 463-464 Research in Biochemistry*

CH 593-594 Introduction to Biochemical Research* or (BI 399, CH 399) Scholar of the College*

*With approval

COURSE SEQUENCE

First Year

- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)
- Introductory Biology (BI 200-202) with laboratory

Second Year (Fall)

- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Bacteriology (BI 310) with laboratory

Second Year (Spring)

- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Principles of Genetic Analysis (BI 302) with laboratory (BI 303)

Third Year (Fall)

- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)

- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year

- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Devlin 224) or Professor Annunziato (Higgins 422).

B I O L O G Y

FACULTY

Maurice Liss, *Professor*, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Thomas N. Seyfried, *Professor*, B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Anthony T. Annunziato, *Associate Professor*, B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

Maria L. Bade, *Associate Professor*, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Grant W. Balkema, *Associate Professor*, B.S., Ph.D., Purdue University

William J. Brunken, *Associate Professor*, B.S., Long Island University; Ph.D., State University of New York, Stony Brook

Mary Kathleen Dunn, *Associate Professor*, B.A., University of Kansas; M.A., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

Walter J. Fimian Jr., *Associate Professor*, A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

James J. Gilroy, *Associate Professor*, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Jonathan J. Goldthwaite, *Associate Professor*, B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Joseph A. Orlando, *Associate Professor*, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

William H. Petri, *Associate Professor, Chairperson of the Department*; A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor*, B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

R. Douglas Powers, *Associate Professor*, A.B., SUNY; Ph.D., Syracuse University

Allyn H. Rule, *Associate Professor*, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Chester S. Stachow, *Associate Professor*, B.S., M.S., Ph.D., University of Manitoba

Charles S. Hoffman, *Assistant Professor*, S.B., Massachusetts Institute of Technology; Ph.D., Tufts University

PROGRAM DESCRIPTION

The goal to be attained by the student is knowledge and understanding of the fundamentals of biological science. The biology program provides a foundation for advanced study in various basic and applied areas of biology. These include the health-related professions as well as a diversity of other careers. Formal course offerings, laboratory work, and individual research projects under the guidance of a faculty advisor offer the student opportunity for individual initiative and creativity.

Requirements: One year each of general chemistry (CH 109-110), organic chemistry, (CH 231-232), and physics (PH 211-212), each with the accompanying laboratory course, and one year of calculus (MT 100-101). Within the Department, the following courses are required: Introductory Biology and Laboratory (BI 200-202, BI 201-203), Principles of Genetic Analysis and Laboratory (BI 302-303) and Bacteriology and Laboratory (BI 310-311). Both Genetics and Bacteriology are to be taken in the sophomore year. Five additional upper-division elective courses in biology (400 and 500 level), exclusive of Seminars and Tutorials, complete the minimal requirements for the major. Normally, for the purposes of this requirement undergraduate research courses (BI 461-467) and graduate courses at the 600 level or higher do not count as upper division electives. However, in certain limited cases with the recommendation of a faculty advisor and the prior permission of the department chairperson, two or more semesters of research may be allowed to substitute for one upper-division elective. Students are generally advised to take additional courses in biology and related areas. Those planning to pursue graduate studies and research in the biological sciences should consult departmental advisors regarding additional courses to take to prepare for graduate school. Those specifically interested in emphasizing the field of biochemistry in their studies should consider the interdepartmental biochemistry major described in the preceding section of this Catalog.

Research Opportunities for Undergraduates

Research is a fundamental aspect of university science study and the Biology Department encourages interested majors to take advantage of the many undergraduate research programs available. There are a variety of research programs available and you can start as early as your freshman year. Opportunities with a variety of levels of commitment are available, from single-semester courses to projects involving four semesters or more. Normally students are advised to spend at least 2 semesters on a research project.

Undergraduate Research: (BI 461-462), is typically a six-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be optionally extended for a second year under Advanced Undergraduate



Research (BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490).

Scholar of the College: (BI 399) is a 12-credit commitment over two semesters. This highly competitive program, which requires the Dean's approval, is designed for ambitious and talented undergraduates who are interested in devoting a major portion of their senior year to scholarly, state-of-the-art research of a quality which can lead to publication. Students define, develop and research their own projects with close faculty supervision. Completion of a written research thesis is required. Although not required, Scholar's applicants may have taken BI 461-462 or BI 465-467 previously.

Undergraduate research projects may involve almost any area of biology. Currently major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology, developmental biology and gene expression, biochemistry and immunology. For a pamphlet describing specific areas of faculty research, or for information on enrolling in the above courses, contact your faculty advisor or the Department office.

The Sonntag Institute for Cancer Research also offers selected biology undergraduates the opportunity to conduct independent and supervised research in the field of cancer under course numbers BI 491-498.

Biochemistry Major

Refer to the preceding section for a description of this interdisciplinary major.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that a course carries a laboratory fee. Courses numbered 500-599 are for undergraduate and graduate registration.

BI 100 Survey of Biology I (F: 3)

A survey of biology without laboratory, designed for students who have had no previous courses in biology. The course mainly discusses humans with emphasis on the following areas: cellular structure, function, chemistry, and the anatomy and physiology of the major organ systems of the body and how they are influenced by internal and external factors. Two lectures per week.

Eric Strauss

BI 102 Survey of Biology II (S: 3)

A continuation of BI 100. The topics discussed are: development, classical and molecular genetics, evolution, ecology, behavior, and environmental biology.

Eric Strauss

BI 110 General Biology I (F: 3)

A course designed to bring to the attention of students the relevance of biology to everyday life and to illustrate application of the scientific method to problems of biology. Living organisms are considered with respect to their function in isolation (topics discussed include diversity, physiology, metabolism, genetics, and development), and their function in association (topics discussed in-

clude behavior, population dynamics, ecology, evolution). Three lectures per week.

*Jonathan Goldthwaite
Donald J. Plocke, S.J.*

BI 111 General Biology Laboratory I* (F: 1)

Required of students taking BI 110. One two-hour laboratory period per week. *Lab fee:* \$150.00

*Jonathan Goldthwaite
Donald J. Plocke, S.J.*

BI 112 General Biology II (S: 3)

A continuation of BI 110. *The Department*

BI 113 General Biology Laboratory II* (S: 1)

Required of all students taking BI 112. One two-hour laboratory period per week. *Lab fee:* \$150.00

The Department

BI 130 Anatomy and Physiology I (F: 3)

An intensive introductory course designed to bring out the correlations between the structure and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. In addition, it satisfies the science Core requirement. Students outside the School of Nursing are recommended to consult with the Department of Biology.

Elinor M. O'Brien

BI 131 Anatomy and Physiology Laboratory I* (F: 1)

Laboratory exercises intended to familiarize the students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week. Required of Nursing students taking BI 130. *Lab fee:* \$150.00

R. Douglas Powers

BI 132 Anatomy and Physiology II (S: 3)

A continuation of BI 130. *The Department*

BI 133 Anatomy and Physiology Laboratory II* (S: 1)

A continuation of BI 131. *Lab fee:* \$150.00

R. Douglas Powers

BI 200 Introductory Biology I (F: 3)

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Three lectures per week. Required for biology majors.

*Anthony Annunziato
Robert Wolff*

BI 201 Introductory Biology Laboratory I* (F: 1)

One three-hour laboratory period per week. Required of all students taking BI 200.

Lab fee: \$150.00 *Mary Albert*

BI 202 Introductory Biology II (S: 3)

A continuation of BI 200. Required for biology majors.

Robert Wolff

BI 203 Introductory Biology Laboratory II* (S: 1)

One three-hour laboratory period per week. Required of all students taking BI 202.

Lab fee: \$150.00 *Mary Albert*

BI 209 Environmental Biology (F: 3)

Life on Earth is maintained through a series of complex interactions between the environment and the many individuals and populations that make up communities and ecosystems. The course will explore the functioning of living systems on several levels of biological organization. Some notable examples of dysfunction from both past and present experience will also be examined. If you ever wondered what happened to the dinosaurs, this is the course for you. *Maria Bade*

BI 214 Science and Religion: Contemporary Issues (S: 3)

This course will consider the ways in which the natural sciences and religion, in particular Christianity, have interacted and the manner in which each has influenced the development of the other. After a study of some historical examples where the relationship has been one of conflict (e.g., Galileo, Darwin), the contemporary situation will be examined in some detail. Current scientific models will be studied (quantum theory, theories of origin of the universe and of life, the anthropic principle, modern evolution theory, etc.) with a view to understanding the way these have influenced religious thought, e.g., in determining how God's action in the world (Providence) may be understood in the context of a scientific world dominated by laws of probability and chance events. The possibilities for a fruitful dialogue among natural scientists and Christian theologians and the development of a theology of nature (along the lines suggested by Ian Barbour) will be examined. The works of Barbour, Polkinghorne, Schilling and others will provide the basis for class discussions.

Some knowledge of science, especially physics at the level of a first-year course, will be assumed.

Donald J. Plocke, S.J.

BI 220 Microbiology (F: 2)

Prerequisites: BI 130-132

A study of the basic physiological and biochemical activities of microorganisms; effective methods of destruction; mechanisms of drug action on microorganisms; and the application of serological and immunological principles. Two lectures per week.

Elinor M. O'Brien

BI 221 Microbiology Laboratory* (F: 1)

One two-hour laboratory period per week. To be taken in conjunction with BI 220. *Lab fee:* \$150.00

Elinor M. O'Brien

BI 302 Principles of Genetic Analysis (S: 3)

Corequisite: BI 303

This course provides an introduction to modern genetics. It stresses those aspects of classical and molecular approaches which in combination have led to the great power of genetics today, and which have brought the subject into its current position of prominence in biological research. Genetic frontiers will be discussed and evaluated. Emphasis will be placed on understanding how genetic inferences are made and on the use of genetic techniques of analysis, rather than on simply gathering a large collection of facts. This

course is required for biochemistry majors. This course (or BI 300) is required for biology majors.

*Kathleen Dunn
William H. Petri*

BI 303 Principles of Genetic Analysis Laboratory (S: 1)

A combination of laboratory exercises and discussion sections designed to give the student an introductory practical exposure to some basic research techniques used in modern genetics.

Lab fee: \$150.00

*Kathleen Dunn
William H. Petri*

BI 310 Bacteriology (F: 3)

Prerequisites: BI 200-202, CH 231 taken concurrently or previously

A study of microorganisms as examples of independent cellular life forms, as agents of disease and as contributors to the environment of plants, animals, and man. Three lectures per week. Required for biology majors.

Chester S. Stachow

BI 311 Bacteriology Laboratory* (F: 1)

To be taken in conjunction with BI 310. One three-hour laboratory per week. Required for biology majors. *Lab fee: \$150.00*

Chester S. Stachow

BI 399 Scholar of the College (F, S: 6)

See the College of Arts and Sciences section of this Catalog. This course can count as a maximum of one upper-division elective.

The Department

BI 406 Cell Biology (S: 3)

Prerequisites: BI 200-202

Cellular and molecular aspects of selected biological processes will be covered. Topics will include the immune system, effects of animal viruses on cells, cell prototypes and specialized functions of animal cells.

Maurice Liss

BI 408 Pathogenic Bacteriology (F: 3)

Prerequisite: BI 310-311

A study of disease causing bacteria with emphases on: their morphological, cultural, serological and other diagnostic characteristics; the pathological symptoms of their infection and the mechanisms of pathogenesis, where known; their epidemiology, treatment and control.

James J. Gilroy

BI 420 Comparative Vertebrate Embryology (F: 3)

Prerequisites: BI 200-202

A study of the anatomy and physiology of reproduction, gametogenesis and the early stages of development of the chick and mammalian embryo.

Walter J. Fimian, Jr.

BI 435 Biological Chemistry (F: 3)

Prerequisites: BI 200-202

Corequisite: CH 231

The course will cover the properties and metabolic activities of various biochemical compounds: carbohydrates, amino acids and proteins, lipids and nucleic acids. To be discussed will be how these biochemical processes meet the energy, biosynthetic and nutritional requirements of the cell. When relevant, reference will be made to alterations in these processes in specific diseases.

Maurice Liss

BI 440 Molecular Biology (S: 3)

Prerequisites: BI 435 (or equivalent)

An introduction to the study of the structure, synthesis and function of nucleic acids and pro-

teins. Topics will include methods for studying the structure of macromolecules, synthesis, structure and function of nucleic acids and proteins, kinetics and mechanism of enzyme action and biochemical regulatory mechanisms. Three lectures per week.

Donald J. Plocke, S.J.

BI 442 Principles of Ecology (F: 3)

Prerequisite: BI 200-202 or equivalent, or permission of instructor

Readings in and discussions of principles and concepts of modern ecological theory. Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included: mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips.

A limited number of places will be reserved for non-biology majors who have appropriate background experience. Offered biennially.

The Department

BI 446 Marine Biology (S: 3)

Prerequisite: BI 200—202 (or equivalent) and permission of instructor.

An introduction to marine organisms, accompanied by discussion of morphological, physiological, and behavioral adaptations to the marine environment. This will be followed by in-depth analysis of selected marine ecosystems. Special topics that may be considered at semester's end include aquaculture, marine biomedicine, and effects of pollution on marine ecosystems. Three required field trips. Two lectures per week. A limited number of places will be reserved for non-biology majors who have appropriate background experience. Offered biennially.

The Department

BI 454 The Literature of Biochemistry (F: 3)

Prerequisites: Biochemistry, BI 435; CH 561

The intent of this course is to familiarize the student with the original literature of biochemistry. We will read and discuss a number of important papers on a variety of topics. We will explore the many approaches used by biochemists, the types of data they obtain through their experiments, the techniques employed, and the reasoning processes that go into experimental design and the interpretation of results. The background material necessary for the student to evaluate specific papers will be provided during lectures, and discussions will be conducted in a seminar-type format.

Joseph A. Orlando

BI 460 Understanding Evolution (S: 3)

Prerequisite: Permission of instructor

The philosophical and theological aspects of evolution in general will be treated, followed by a scientific treatment of the origin of life.

William D. Sullivan, S.J.

BI 461-462 Undergraduate Research* (F: 3-S: 3)

Prerequisite: Permission of the Chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.

Lab fee per semester: \$150.00 The Department

BI 463-464 Research in Biochemistry (F: 3-S: 3)

Prerequisite: Permission of the Chairperson

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. *Lab fee per semester: \$150.00*

The Department

BI 465-467 Advanced Undergraduate Research* (F: 3-S: 3)

Seniors who have completed at least one semester of undergraduate research may enroll in this course with the permission of the Chairperson.

Lab fee per semester: \$150.00 The Department

BI 474 Principles of Metabolism (S: 3)

In order for life to be sustained, living organisms must extract energy from their environments and must synthesize their building blocks and macromolecules. In this course, we will study specific sequences of enzyme-catalyzed reactions that lead to the degradation of major energy-rich molecules—carbohydrates, fats and amino acids—and the release of some of their energy as ATP. In addition, we will examine the important pathways by which major macromolecules are built from simple precursors at the expense of chemical energy.

Joseph A. Orlando

BI 480 Biochemistry Laboratory* (S: 3)

Prerequisites: General Chemistry, Organic Chemistry, and Biochemistry (may be taken concurrently).

This course deals with isolation, identification, and typical reactions of micro- and macro-biomolecules in both theory and practice. Attendance at a weekly four-hour laboratory and a quiz section is required. *Lab fee: \$150.00*

Jonathan Goldthwaite

Joseph A. Orlando

BI 481 Introduction to Neurosciences (S: 3)

Prerequisite: One year of an introductory biology course, i.e. BI 200

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

William Bruken

Michael Numan

BI 490 Tutorial in Biology (F, S: 3)

Prerequisite: Permission of the instructor and Chairperson

A directed study through assigned readings and discussions of various areas of the biological sciences.

The Department

BI 493, 495, 491, 494 Current Concepts in Cancer Chemotherapy* (I, II, III, IV) (F: 3-S: 3)

Prerequisite: Permission of instructor

A laboratory course for juniors and seniors interested in learning some of the specific techniques of cancer research. Group meetings once a week and meetings with each student individually two or three times a week. This course may be taken for four semesters. It can count for a maximum of two upper division electives toward the biol-

ogy major requirement. *Lab fee per semester:* \$150.00
William D. Sullivan, S.J.

BI 496, 498, 492, 497 Seminar in Carcinogenesis (I, II, III, IV) (F: 1-S: 1)

Various biochemical, immunological and therapeutic studies will be reviewed. Required of all students enrolled in BI 493-495.

William D. Sullivan, S.J.

BI 506 Recombinant DNA Technology (F: 3)

This course will describe the theory and practice of recombinant DNA technology, and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology. Two lectures per week.

Charles S. Hoffman

BI 510 General Endocrinology (F: 3)

Prerequisite: Introductory Biology or permission of instructor

Suggested: Organic Chemistry, Physiology

Many tissues (e.g., the brain, heart, kidney) as well as the "classical" endocrine organs (e.g. adrenal, thyroid) secrete hormones. The course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered. Two 90-minute lectures per week.

Jolane Solomon

BI 515 Biophysical Chemistry (F: 3)

Prerequisite: BI 440 (or equivalent) and a year each of physics and calculus.

Lectures on the properties and functional interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

BI 518 Cell Physiology (F: 3)

Prerequisites: Chemistry through organic, plus Introductory Biology or equivalent. Biochemistry desirable.

Eucaryotic cells are discussed in the light of understanding the chemical makeup and physiological functioning of their constituent structures and organelles. Topics discussed include the plasma membrane, cell-cell signaling, the functioning of the endoplasmic reticulum and related organelles, mitochondria, chloroplasts, cell cycles, and the rudiments of embryonic development. The aim is to integrate the student's biological experience in the light of experimental foundations of our current understanding of cell structure and function.

Maria Bade

BI 519 Fundamentals of Radiation Biology (S:3)

Prerequisite: BI 200-202 (or equivalent)

An introduction to the physical and biological concepts involved in the action of ionizing (and non-ionizing) radiations on biological systems. The basic principles of radiation detection systems and appropriate procedures for the use and

handling of radionuclides are also covered. Three lectures per week.

Walter J. Fimian, Jr.

BI 538 Biology of Cell Cycle (F: 3)

Prerequisite: Permission of instructor.

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in procaryotes and eucaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

BI 540 Immunology (F: 3)

Prerequisites: BI 200-202, CH 109-110 or consent of professor

Emphasizes the biology of the immune response: cell-cell interactions, antibody synthesis and diversity, the immunoglobulins, evolution of self recognition vs. nonself (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity.

Allyn H. Rule

BI 548 Comparative Animal Physiology (S: 3)

Prerequisites: BI 200-202

This is a course about how animals function as well as why they function as they do; thus, stress will be laid on problems to animal survival posed by the environment in which they live, and on the various alternative solutions to those problems that have been evolved by different animal groups, both vertebrate and invertebrate. The interplay of the fitness of the environment and the fitness of animals to survive in it will be explored.

Maria L. Bade

BI 550 Biology of Eucaryotic Viruses (S: 3)

Prerequisite: BI 302 and BI 310 or permission of instructor.

An in-depth examination of the Molecular Biology, Genetics, and Pathogenesis of selected animal viruses, including recent polio virus, HIV (AIDS) and RNA tumor viruses. Recent research findings and readings from the current literature.

The Department

BI 554 Principles of Mammalian Physiology (F: 3)

Prerequisite: BI 310

A study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with emphasis on cardiovascular, respiratory and renal function and the endocrine regulation of metabolism. Offered biennially

Grant W. Balkema

BI 556 Developmental Biology (S: 3)

Prerequisites: BI 300 or 302 or permission of instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly effects many related disciplines including evolutionary biology, morphology and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues and organisms differentiate and develop. The course describes how both organismal and molecular approaches are leading to a detailed understanding of: 1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs; and 2) what is the basis and role of pattern information in this process.

Douglas Powers

William Petri

BI 570 Biology of the Nucleus (F: 3)

Prerequisite: BI 302 (Principles of Genetic Analysis), and two semesters of Biochemistry (BI 435 plus BI 440; or CH 561 plus CH 562); and permission of instructor/department.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eucaryotic organisms. Topics covered include chromatin structure, DNA replication, nucleosome assembly, introns, and RNA processing, and gene regulation.

Anthony T. Annunziato

C H E M I S T R Y

FACULTY

Joseph Bornstein, *Professor Emeritus*, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Andre J. de Bethune, *Professor Emeritus*, B.S., St. Peter's College; Ph.D., Columbia University

Robert F. O'Malley, *Professor Emeritus*, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Michael J. Clarke, *Professor*, A.B., Catholic University; M.S., Ph.D., Stanford University

Paul Davidovits, *Professor*, B.S., M.S., Ph.D., Columbia University

Evan R. Kantrowitz, *Professor*, A.B., Boston University; A.M., Ph.D., Harvard University

T. Ross Kelly, *Vanderslice Professor*, B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor, Chairperson of the Department*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*, B.Sc., University of California at Riverside; Ph.D., University of Alberta

Yuh-kang Pan, *Professor*, B.S., National Taiwan University; Ph.D., Michigan State University

Mary F. Roberts, *Professor*, A.B., Bryn Mawr College; Ph.D., Stanford University

Dennis J. Sardella, *Professor*, B.S., Boston College; Ph.D., Illinois Institute of Technology

Gorge Vogel, *Professor*, B.S., D.Sc., Prague Technical University

E. Joseph Billo, Jr., *Associate Professor*, B.S., M.S., Ph.D., McMaster University

Udayan Mohanty, *Associate Professor*, B.Sc., Cornell University; Ph.D., Brown University

Martha M. Teeter, *Associate Professor*, B.A., Wellesley College; Ph.D., Pennsylvania State University

James E. Anderson, *Assistant Professor*, B.S., Michigan State University; M.S., Ph.D., University of Michigan

Amir H. Hoveyda, *Assistant Professor*, B.A., Columbia University; Ph.D., Harvard University

Lawrence B. Kool, *Assistant Professor*, B.S., University of Michigan; Ph.D., University of Massachusetts at Amherst



PROGRAM DESCRIPTION

The Chemistry Department offers a flexible curriculum to those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. Two levels of concentration are offered to the chemistry major. First, there is the professional degree program, intended for students who wish to prepare for graduate school as well as for those who will enter the chemical profession directly from college, leading to a B.S. degree certified by the American Chemical Society. Second, there is a degree program requiring a somewhat lesser concentration in chemistry for those students who wish to combine molecular science with intensive studies in other disciplines, such as computer science, mathematics, economics, social sciences, business, law, humanities, psychology, medicine, physics or biology. The Chemistry Department is approved by the ACS Committee on Professional Training.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109–110 General Chemistry with Laboratory; PH 211–212 Introduction to Physics with Laboratory; MT 102–103 Calculus; 2 semesters of English; 2 semesters of Core.

Second year: CH 231–232 Organic Chemistry with Laboratory (CH 233–234); CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with CH 224 Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); 1 semester of an elective; 3 semesters of Core.

Third year: CH 575–576 Physical Chemistry; CH 555–556 Advanced Chemistry Laboratory; 2 semesters of Core; 4 semesters of electives.

Fourth year: CH 520 Principles of Inorganic Chemistry; 7 semesters of electives.

The above meets the requirement for a B.S. degree in Chemistry at Boston College. For the degree to be certified by the American Chemical Society, two of the electives listed must be advanced Chemistry electives (courses numbered CH 500–599), except that CH 561–562 are not recommended as advanced electives. Planning one's curriculum to meet the ACS certification requirement is strongly recommended.

Biochemistry Major

Refer to the Biochemistry section of this Catalog for a description of this interdisciplinary major.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that a course carries a laboratory fee.

CH 105–106 Chemistry and Society (F: 3–S: 3)

This course is intended for students who are not natural science majors or who do not require a laboratory science course. The course includes a brief historical introduction to the development of chemical principles and theory, followed by a discussion of the most important industrial chemicals. The second semester is devoted primarily to organic chemistry, including carbohydrates, fats, proteins and nucleic acids. Although not required, a prior knowledge of chemistry at the high school level is recommended. The course is applicable to the Core requirement.

The Department

CH 109–110 General Chemistry (F: 3–S: 3)

Prerequisite: One year of high school chemistry

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of inorganic chemistry, with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table. The course is applicable to the Core requirement. *Corequisites* CH 111–112, MT 102–103.

*James E. Anderson
David L. McFadden
Udayan Mohanty
Yuh-kang Pan*

CH 111–112 General Chemistry Laboratory* (F: 1–S: 1)

Laboratory required of all students enrolled in CH 109–110. One three-hour period per week. *Lab fee per semester:* \$140.00 *The Department*

CH 131–132 Contemporary Chemistry (F: 3–S: 3)

A study of basic chemical principles and a description of the properties of the elements and compounds of interest and importance in contemporary life. More emphasis will be given to organic compounds, since they are so pervasive. The course is intended for non-science majors for whom chemistry or a laboratory science is a requirement. CH 131 is a prerequisite for CH 132. CH 133 and CH 134 are corequisites.

Pushkar Kaul

CH 133–134 Contemporary Chemistry Laboratory* (F: 1–S: 1)

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 131–132. *Lab fee per semester:* \$140.00 *The Department*

CH 222 Introduction to Inorganic Chemistry (S: 3)

Prerequisite: CH 351 and 353.

Corequisite: CH 224 Laboratory

This course offers an introduction to inorganic chemistry. Topics to be covered are: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, chains and rings, and inorganic chemistry in biological systems.

E. Joseph Billo

CH 224 Inorganic Chemistry Laboratory* (S: 1)

Corequisite: CH 224 Laboratory

Laboratory required of all students enrolled in CH 222. One four-hour period per week. *Lab fee:* \$140.00 *E. Joseph Billo*

CH 231–232 Organic Chemistry (F: 3–S: 3)

Prerequisites: CH 109–110 or 123–125

Corequisite: CH 233–234.

An introduction to the chemistry, properties, and uses of organic compounds. Correlation of structure with properties, reaction mechanisms, and modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.

*Amir H. Hoveyda
T. Ross Kelly
George Vogel*

CH 233–234 Organic Chemistry Laboratory* (F: 1–S: 1)

Corequisite: CH 231–232.

Laboratory required of all students enrolled in CH 231–232. One four-hour period per week. *Lab fee per semester:* \$140.00 *Amir H. Hoveyda
T. Ross Kelly
Dennis J. Sardella
George Vogel*

CH 351 Analytical Chemistry (F: 4)

Prerequisite: CH 109–110 or CH 117–118.

Corequisite: CH 353.

An introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques.

E. Joseph Billo

CH 353 Analytical Chemistry Laboratory* (F: 0)

Corequisite: CH 351–352.

Laboratory required of all students enrolled in CH 351. One four-hour period per week. *Lab fee per semester:* \$140.00 *E. Joseph Billo*

CH 391–392 Undergraduate Research (F: 3–S: 3)

Prerequisites: Two semesters each of Calculus and Organic Chemistry, and the consent of the Chairperson of the Department. CH 591–592 cannot be taken concurrently.

Undergraduates who have shown exceptional ability engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques. A written report and an oral presentation are required. *The Department*

CH 399 Scholar of the College

See College of Arts and Sciences section of this Catalog.

CH 473 Physical Chemistry (Biochemistry Majors) (S: 3)

Prerequisites: CH 231–232, MT 100–101, PH 211–212 (or equivalent)

An introduction to physical chemistry. Topics covered are: thermodynamics, chemical kinetics, and simple transport processes such as diffusion and heat conduction. Applications to biochemical systems are emphasized.

Mary F. Roberts

NOTE: Except where noted otherwise, courses numbered CH 500 and above have as prerequisites previous courses in organic, analytical, and physical chemistry.

CH 520 Principles of Inorganic Chemistry (F: 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. *E. Joseph Billo*

CH 532 Introduction to Macromolecular Chemistry (S: 3)

An introduction to the organic and physical chemistry of large polymeric molecules. The syntheses of these molecules via condensation, chain polymerization, and ring-opening will be covered as well as the structures and modifications of naturally occurring polymers. Physical properties such as mechanical and elastic behavior, solubility, and solution thermodynamics will be discussed. Finally, one lecture will touch upon the interface with chemical engineering in the scaling-up of chemical processes and also the interface with the world of chemical patent law. *Lloyd D. Taylor*

CH 538 Organic Spectroscopy (F: 3)

The theory and applications of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in the determination of the structure of organic compounds are discussed. Special effort is made in the course to help the student develop an ability to arrive at a solution by a logical process starting from only a moderate amount of "memorized" data. To this end, a substantial portion of the course is devoted to interpretation of spectra of unknowns, with active class participation expected. *George Vogel*

CH 545-546 Advanced Principles of Organic Chemistry (F: 3-S: 3)

Fundamental concepts of molecular structure and reactivity are at the core of organic chemistry. The seemingly limitless variety of transformations encountered in organic chemistry can be represented by a relatively small number of mechanistic types. This course will cover concepts of chemical bonding and structure and survey the major mechanistic categories and the commonly-encountered reactive intermediates from the perspective of the organic chemist interested in a practical understanding of the relationships between structure and reactivity in organic species. *Lawrence B. Kool*

CH 551 Advanced Analytical Chemistry (S: 3)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared, and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods (potentiometry, coulometry, voltammetry), and gas and liquid chromatography. *James E. Anderson*

CH 555-556 Advanced Chemistry Laboratory* (F: 3-S: 3)

This is a two-semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed.

The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In ad-

dition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. May be taken *concurrently* with CH 575-576 Physical Chemistry. *Lab fee per semester: \$140.00*
James E. Anderson

CH 561-562 Biochemistry I/II (F: 3-S: 3)

Prerequisite: CH 231-232 or equivalent.

A two-semester introductory-level course in Biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics and to the separate laboratory course (CH 563). *Evan R. Kantrowitz*

CH 563 Experimental Biochemistry* (S: 3)

Prerequisite: General Chemistry, Organic Chemistry and Biochemistry

A laboratory course intended to prepare students for research in the Biochemical Sciences. This course will concentrate on the isolation and characterization of proteins, enzymes, nucleic acids and lipids as well as recombinant DNA technology. State-of-the-art instrumentation will be used to this end in a laboratory especially designed for this course. A variety of experimental techniques will be used, including electrophoresis, chromatography, spectroscopy, and centrifugation. As far as possible, data will be collected and analyzed directly by computer. *Lab fee: \$140.00*
Martha M. Teeter

CH 564 Physical Methods in Biochemistry (F: 3)

Prerequisites: CH 561 or BI 435; CH 473 or Physical Chemistry I (CH 475 or CH 575).

The course will cover three major techniques used in biochemical research: spectroscopy (absorption fluorescence, circular dichroism, NMR, and EPR), diffraction (X-ray and neutron), and microscopy (light and electron). Lectures will cover both theory and practical use with examples taken from current biochemical literature for the latter. *Mary F. Roberts*

CH 565 Structure, Function, and Reactivity of Nucleic Acids (S: 3)

Topics discussed in this course will include: Nucleoside and nucleic acid (DNA and RNA) structure as has been reported using x-ray diffraction, NMR spectroscopy, and circular dichroism. This includes A, B, C, and Z forms, tRNA, triplexes, and higher-order structural forms. Additional topics include chemical and enzymatic nucleic acid synthesis as sequencing, reactions of nucleic acids with metal ions, intercalators, electrophiles, and carcinogens. Protein-nucleic acid interactions will also be discussed in some detail. Functional aspects will be limited to those which are related to nucleic acid structure and reactivity. This will include topics such as the molecular basis of cancer and DNA repair mechanisms. *Larry W. McLaughlin*

CH 566 Bio-inorganic Chemistry (S: 3)

Discussion of the role of metals in biological systems including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals. *Michael J. Clarke*

CH 575 Physical Chemistry I (F: 3)

Prerequisites: 3 semesters of Calculus, 2 semesters of Physics, 2 semesters of Organic Chemistry

Fundamental principles and applications of equilibrium thermodynamics.

Chemistry graduate students may register for this course only if they are advised to do so by the Department. *Paul Davidovits*

CH 576 Physical Chemistry II (S: 3)

Prerequisite: CH 575

An introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules.

Chemistry students may register for this course only if they are advised to do so by the Department. *Yuh-kang Pan*

CH 579 Introduction to Statistical Mechanics (S: 3)

The course emphasizes modern tools of statistical mechanics: a) Microcanonical, canonical, and grand-canonical ensembles; fluctuations in these ensembles and applications. b) Perturbation theories of classical fluids: simulation (Monte-Carlo and Molecular-dynamics) methods in statistical mechanics. c) Phase transitions: scaling relations, operator product expansions, and Wilson's renormalization group approach to critical phenomena. d) Linear response theory, Onsager's regression hypothesis, fluctuation dissipation theory, Green-Kubo relations, and Brownian motion theory. *Udayan Mohanty*

CH 584 Crystal Structure Analysis (F: 3)

X-ray single-crystal diffraction analysis of both small molecules and macromolecules. Theoretical as well as practical aspects of structure analysis will be stressed. Subjects include crystal growth, crystal lattices and space groups, production and diffraction of X-rays, crystal structure solution, refinement, analysis of structures, and computer graphic display of structures. Exercises and problem sets will supplement the lectures. *Martha M. Teeter*

CH 591-592 Introduction to Chemical Research (F: 3-S: 3)

The essential feature of this course is an independent research project performed under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques. A written report is required at the end of the second semester. *The Department*

CH 593-594 Introduction to Biochemical Research (F: 3-S: 3)

Independent research in Biochemistry to be carried out under the supervision of a faculty member. This is a two-semester course and may not be taken for only one semester. A written report and an oral presentation are required at the end of the second semester. The two semesters together fulfill one advanced Biochemistry elective. *The Department*

CLASSICAL STUDIES

Other courses, offered by the Department on a non-periodic basis:

- CH 523 Organometallic Chemistry
- CH 535 Physical Organic Chemistry
- CH 538 Organic Spectroscopy
- CH 539 NMR Spectroscopy
- CH 541 Determination of Organic Structures with Laboratory
- CH 567 Protein Structure and Function
- CH 568 Advanced Biochemistry and Enzymology
- CH 569 Enzyme Mechanisms
- CH 572 Quantum Chemistry and Spectroscopy
- CH 573 Quantum Chemistry and Molecular Structure
- CH 577 Spectroscopy
- CH 580 Dynamics of Simple Liquids
- CH 581 Electrochemistry
- CH 583 Analytical Separations

FACULTY

Dia M.L. Philippides, *Professor*, B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Charles F. Ahern, Jr., *Associate Professor, Chairperson of the Department*; B.A., Wesleyan University; M.Phil., Ph.D., Yale University

Eugene W. Bushala, *Associate Professor*, B.A., Wayne State University; M.A., Ph.D., Ohio State University

David H. Gill, S.J., *Associate Professor*, B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main



PROGRAM DESCRIPTION

There are several programs in Classical Studies. They approach a liberal education through the study, both in original languages and in English, of two literatures which have exercised a profound influence in the formation of Western culture: the ancient Greek and the ancient Roman.

The Department offers courses under three headings. 1) Courses in elementary and intermediate Latin and Greek, designed to teach a student to read the languages. 2) Courses in Greek and Roman literature and culture, taught in English and designed to acquaint a student broadly with the ancient world. Through cooperation with other departments courses are available also in ancient history, art, philosophy, and religion. 3) Advanced reading courses in ancient authors and genres, taught in the original languages.

There are four different ways in which a student may major in Classical Studies. The requirements for each are as follows:

Major in Classics: 12 courses. Ten courses must be in the original languages and may include a maximum of two elementary courses. The other two courses may be taken either in the original languages or in related areas of ancient studies.

Major in Latin: 10 courses. Seven courses must be taken in Latin above the elementary level. The other three courses may be taken in Greek or in related areas of ancient studies.

Major in Greek: 10 courses. Seven courses must be taken in Greek above the elementary level. The other three courses may be taken in Latin or in related areas of ancient studies.

Major in Classical Civilization: 12 courses. The courses fall into two broad areas, language and culture, with a somewhat greater emphasis on the latter. *Requirements*:

(a) Six courses in Latin and Greek, including at least two above the elementary level.

(b) Six (or more) courses in the areas of ancient history, art, philosophy, religion, mythology, etc.

Several courses which apply to the various major programs in Classical Studies are offered in other departments, for instance, in History,

Philosophy, Fine Arts, Slavic, Romance Languages, Political Science, and Theology. A student should consult at registration time with Departmental advisors in Classics before selecting courses. The Department also offers courses in Modern Greek language and literature.

Minor in Modern Greek Studies

The Department also administers a minor in Modern Greek Studies. For information see the "Minors" section at the front of this Catalog, or contact the Director of the Minor Program, Prof. Eugene W. Bushala, Carney 124, (x4935).

COURSE OFFERINGS

I. Elementary and Intermediate Languages

CL 010-011 Elementary Latin (F: 3-S: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare a student to read simple Latin prose.

Maria Kakavas
Sister Mary Daniel O'Keeffe
John Shea

CL 020-021 Elementary Ancient Greek (F: 3-S: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare a student to read something like Plato's *Apology* after a year's study.

Kenneth Rothwell

CL 052-053 Intermediate Ancient Greek (F: 3-S: 3)

A review of the essentials of Classical Attic grammar and a close reading of selections from Greek literature, normally Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito* and Euripides' *Medea*. Special provision will be made to meet the needs of students of Philosophy (e.g. more Plato) and Theology (e.g. *New Testament* instead of classical authors.)

Dia M.L. Philippides
John Shea

CL 056-057 Intermediate Latin (F: 3-S: 3)

A thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Eugene W. Bushala
Kenneth Rothwell
John Shea

CL 060-061 Elementary Modern Greek

An introduction to the study of Demotic Greek. This course will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.. *Offered alternate years*

Maria Kakavas

CL 070-071 Intermediate Modern Greek (F: 3-S: 3)

Prerequisite: Elementary Modern Greek or equivalent

This second-year course in the Modern Greek language will enable the student to enjoy the reading of representative contemporary writers such

as Kazantzakis, Myrivilis, Seferis, Samarakis, Tachtsis and Elytis. *Maria Kakavas*

II. Greek and Roman Culture

The reading for these courses is entirely in English, and no acquaintance with the Greek or Latin language is presumed. A student who wishes to do some of the reading in the original languages may consult the instructor.

CL 101 Introduction to the Modern Greek World (S: 3)

An introduction to the geography, history, literature, religion, art, politics, and culture of contemporary Greece. This course aims at presenting an overall view and sensitive understanding of the current state of the country, taking into account Greece's liminal position between East and West, her recent attachment to the European Community, and the strong residual tradition of ancient Greece and Byzantium. The course is offered entirely in English. It serves as an excellent preparation for anyone seriously interested in visiting Greece and seeing beyond the walls of the Hilton Hotel. It also forms a basis for any further study of Greece, and offers a bird's-eye view of the new integrated Europe of 1992. *Dia M.L. Philippides*

CL 110 Medical Terminology (F: 3)

A study of the formation, meaning, and use of scientific terminology intended primarily for biology, pre-medical and pre-dental students. The subject matter will be those prefixes, suffixes, and stems of Greek and Latin words appropriated in the creation of English scientific vocabulary. No prerequisites. The only requirements are a textbook, an active memory, and noteworthy attendance. The course material will involve some simple linguistic principles of word formation. The prime concern will be to teach the rudiments of scientific terminology so that the student will be able to perceive at a glance the components of chiefly biological and medical words.

Students who have taken EN 572 or CL 112 may not take this course. *Eugene W. Bushala*

CL 175 Modern Greek Novels and Short Stories

A survey of highlights of Greek prose-writing starting with 19th century works such as *Pope Joan* (E. Roidis) and "My Mother's Sin" (G. Vizyenos), continuing through the turn of the century with *The Murderess* (A. Papadiamantis), *Life in the Tomb* (S. Myrivilis), *Zorba the Greek* (N. Kazantzakis), and concentrating mostly on contemporary works including *The Plant*, *The Well*, *The Angel* (V. Vassilikos, author of *Z*), *The Third Wedding* (K. Taktis), "Fifty-fifty to Love" (from *The Double Book* of D. Hatzis), "The Dogs of Seikh-Sou" (G. Ioannou), *The Flaw* and short stories (A. Samarakis). The course is offered entirely in English. *Offered alternate years. Dia M.L. Philippides*

CL 176 Modern Greek Drama

A survey of highlights of modern Greek drama beginning with the remarkable plays of the Cretan Renaissance (e.g., the tragedy *Erofili*), and centering mainly on the 20th century, with plays such

as *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Ear of Alexander* (K. Mourselas), *The Wedding Band* (D. Kehaides), *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English. *Offered alternate years Dia M.L. Philippides*

CL 186 Greek Civilization (F: 3)

After a brief survey of early Greek history, the course will focus on the distinctive achievements of Athens at her creative peak in the fifth century BCE: the development and working of the Athenian Democracy; the drama (Aeschylus, Sophocles, Euripides, Aristophanes); the Periclean building program (Parthenon, etc.); the beginnings of philosophy (the Sophists and Socrates); the rise and fall of the Athenian Empire (Herodotus and Thucydides). Reading will be mostly from the original sources (in translation). No prerequisites. *Kenneth Rothwell*

CL 202 Classical Greek Drama in Translation (S: 3)

Selected plays from 5th-century Attic drama, including most likely Aeschylus' *Oresteia* trilogy, Sophocles' *Antigone* and *Oedipus Rex*, Euripides' *Medea*, *Hippolytus* and *Bacchae*, Aristophanes' *Frogs* and *Lysistrata*, will be read in English. Secondary readings, visual materials, video tapes of performances and slides, and discussion will focus on the development of classical drama, the ancient theater, stagecraft, and contemporary society, including the roles of men and women and issues of justice, heroism and ethics.

This course would be of interest to students of the theater, English and other literatures influenced by the form and content of classical drama.

For students of the Classics provision may be made for reading certain portions in Greek.

Dia M.L. Philippides

CL 212 (FA 212) Art of the Ancient Mediterranean World (F: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The fall term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire.

Cornelius Vermeule

CL 217 The Ancient Epic in Translation (S: 3)

A study of the *Iliad* and the *Odyssey* of Homer and the *Aeneid* of Vergil as masterpieces of western literature. Emphasis on thematic and narrative structure and the epic hero. Lectures and discussion. *Eugene W. Bushala*

CL 232 Ancient Comedy (F: 3)

Study of the origins and development of stage comedy in Greece and Rome, with attention to its influence on later comedy. The readings will include selections from the work of Aristophanes (e.g., *Clouds*, *Lysistrata*), Menander (*The Grouch*), Plautus (e.g., *The Braggart Soldier*, *Pseudolus*), and Terence (*The Eunuch*), with supplementary readings in Shakespeare, Molière, and Congreve. We shall talk about humor, but also about what can be said of a comedy aside from its being funny: what are its typical themes and settings? how do the comedies of succeeding periods differ from one another? how, socially and psychologically, does a comedy differ from a tragedy? If time permits, we shall also experiment with staging scenes in class, and discuss the resemblances between traditional stage comedy and contemporary comedy as seen in movies and television.

Charles Abern

CL 262 Roman Civilization (S: 3)

After a survey of the broad outlines of Roman history, the course will focus on selected topics that illustrate the character of life in the early Roman empire—the years of the Roman Peace. Among these topics are family life, social stratification, mythology and religion (including the growth of Christianity in a pagan culture), political institutions and social attitudes, art (including pornography), law, literature, economic life (including slavery), and popular entertainment (the infamous shows). The aim of the course will be to look not so much at the monumental achievement of Roman imperial government as at the varied texture of life under that government.

Charles Abern

CL 274 Advanced Topics in Modern Greek IV (S: 3)

A seminar introducing its participants to advanced methods of reading and research in Modern Greek Studies, usually leading to the production of a term paper.

The course may be repeated for credit as its content varies each time it is given. This year the course will center on Modern Greek plays.

Dia M.L. Philippides

CL 280 Currents in Modern Greek Literature (F: 3)

A survey of highlights from Modern Greek literature examining in each case, as appropriate, some of the following factors: the "Greekness" of the work, its debt to the Ancient (pagan) and Byzantine (Christian) Tradition, the crosscurrents arriving from East and West, the influence of contemporary political, artistic, and societal conditions. Works to be studied might include: Martinengou's *My Story*, Vizyenos' "My Mother's

Sin," Myrivilis' *Life in the Tomb*, Kazantzakis' *Zorba the Greek*, poems of the Nobel prize winning authors Seferis and Elytis, Kotzias' *The Jaguar* or Zei's *Achilles' Fiancée*.

Presenting striking examples of a modern European literature, the course lends a standpoint for comparative study. It will pay attention to the depiction and voices of Greek men and women and incorporate discussion of what works have been translated into English.

The course is offered entirely in English, though it also forms an elective towards the Minor in Modern Greek Studies. No knowledge of the Modern Greek language is necessary, but provision may be made for those wishing to read certain texts in Greek. *Dia M.L. Philippides*

CL 333 Apuleius (F: 3)

Reading and discussion of Apuleius' serio-comic novel *Metamorphoses* (or *The Golden Ass*). Among the readings will be several "Ephesika" (short stories on preternatural themes), the philosophizing allegory of the marriage of Cupid and Psyche, stories about the experience of Lucius (the hero) when changed into an ass, and the story of Lucius' conversion to Isiac religion. We shall consider both the literary character of the novel and its character as a document of Roman social and religious values. *Charles Abern*

CL 348 Catullus (F: 3)

Reading and discussion of selected poems. *Eugene W. Bushala*

CL 376 Advanced Reading Course: Ancient Greek Drama (F: 3)

Reading in Greek of selected plays by different playwrights. Discussion of the nature and background of Greek drama and study of individual distinctions in approach and style. *Dia M.L. Philippides*

CL 382 Herodotus (S: 3)

Reading of selections from the *Histories* and study of major historical and cultural themes. *Kenneth Rothwell*

CL 450 Roman Elegy (S: 3)

Prerequisites: At least two years of college Latin or the approval of the department.

This course will cover a considerable portion of the elegiac poems of Tibullus, Propertius, and Ovid, investigating the genre of Roman elegiac poetry and the individual contributions of each poet. The method will be translation, lecture and discussion. *Eugene W. Bushala*

III. Advanced Reading Courses

These courses presume an ability to read Latin or Greek above the intermediate level; reading is primarily in the original languages, unless an instructor makes other arrangements.

CL 320 (TH 423) Seminar in Latin Patrology (S: 3)

See course description under TH 423. *Margaret Schatkin*

CL 323 (TH 425) Seminar in Greek Patrology (F: 3)

See course description under TH 425. *Margaret Schatkin*

CL 390-391 Readings and Research (F: 3-S: 3)

The Department

COMMUNICATION AND THEATER

FACULTY

Mary T. Kinnane, *Professor Emeritus*, A.B., H.Dip. Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Joseph M. Larkin, S.J., *Associate Professor Emeritus*, A.B., Boston College; A.M., Catholic University; S.T.B., Weston College

Marilyn J. Matelski, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*, B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Stuart J. Hecht, *Associate Professor*, B.A., University of Michigan; M.A., Ph.D., Northwestern University

Dale A. Herbeck, *Associate Professor*, B.A., Augustana College; M.A., Ph.D., University of Iowa

J. Paul Marcoux, *Associate Professor, Assistant Chairperson of Theater Studies*; B.S., Fitchburg State College; M.Ed., Boston University; Ph.D., Northwestern University

Dorman Picklesimer, Jr., *Associate Professor*, A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

William James Willis, *Associate Professor, Chairperson of the Department*; B.A., University of Oklahoma; M.A., East Texas State University; Ph.D., University of Missouri

Kevin M. Carragee, *Assistant Professor*, B.A., Adelphi University; M.A., Shippensburg State University; Ph.D., University of Massachusetts, Amherst

Janet Chambers, *Assistant Professor*, B.F.A., University of Tennessee; M.F.A., University of Illinois

Lisa Cuklanz, *Assistant Professor*, B.S., Duke University; M.A., Ph.D., University of Iowa

Denis Moran, S.J., *Assistant Professor*, B.A., Fordham University; M.F.A., Catholic University; M.Div., Woodstock College of Theology; M.Ed., Teachers College of Columbia University; M.Phil., Ph.D., Columbia University

Gail Ann McGrath, *Lecturer*, A.B., Heidelberg University; A.M., Bowling Green State University; Ph.D., Boston College



PROGRAM DESCRIPTION

The Department of Communication and Theater (formerly Speech Communication and Theater) offers a major for undergraduates in two separate areas: Communication and Theater Arts.

Communication

The objective of the major in Communication is to provide students with a critical understanding of the nature, scope, and function of communication. Courses are designed to examine varying theoretical perspectives, historical developments, technological changes, and the expanding role that communication plays in modern life. In addition, courses are intended to provide students with an opportunity to acquire skills in speaking, writing, and critical thinking.

The Department recently has been re-named and a new curriculum has been adopted. Although the new curriculum will be phased in during the next few years, several changes are already in place. Several new courses have been added to the curriculum; some courses have been eliminated. Still other courses have been renumbered or retitled.

Requirements for the Major in Communication

Students must complete eleven (11) courses to major in Communication. Six (6) of the courses are required. These courses are: 1) CO 010, The Rhetorical Tradition; 2) CO 020, Survey of Mass Communication; 3) CO 030, Public Speaking; 4) 1 Theory Course (any course numbered between CO 370-380 meets this requirement); 5) 2 Writing Intensive Seminars (any course numbered between CO 425-475 meets this requirement.)

The other five (5) courses are electives, and students may select these courses based upon their interests and objectives. CO 010, The Rhetorical Tradition, and CO 020, Survey of Mass Communication, are prerequisites for registering for other courses in the Department.

Honors Program

The Department offers an honors program in Communication that begins in the second semester of the student's junior year. The honors sequence is a two-semester program. The first semester (second semester of the junior year) is devoted to data collection, research design, and framing research questions. The program culminates with the writing of an honors thesis during the first semester of the senior year. Students who wish to participate in the Department's honors program should have a cumulative grade point average of 3.4.

Internship Program

The Department offers an internship program in mass communication. The internship program is open to all Communication majors who have achieved a 3.0 or better, and who have completed the prerequisite course work. Prerequisite courses are CO 020 and CO 030, and relevant courses in the area of the internship. A minimum of six courses must be completed in the major before a student will be eligible to intern. Majors begin their internship during the first semester of their senior year.

Declaring a Major

Students who are freshmen may declare a major in Communication at any time during their freshman year. Students who are sophomores must complete two courses in Communication before they will be permitted to add a major in Communication. All questions about declaring a major should be directed toward the Chairperson of the Department.

Theater

The Theater program in the Department is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of dramatic literature. The Theater major provides a solid foundation in theatrical study by balancing coursework with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

Theater Requirements for the Classes of 1993, 1994 and 1995

Students must complete eleven (11) courses plus an additional two credits worth of Theater Production Laboratory. Four (4) of the courses are required. These courses are: 1) Elements of Theater Production (which must be taken along with CT 145, Theater Production Laboratory I); 2) CT 153, Elements of Design for the Stage (which must be taken along with CT 245, Theater Production Laboratory II); 3) CT 275, History of Theater I; 4) CT 276, History of Theater II. The remaining seven (7) courses may then be selected from the following four areas in the curriculum: 1) Performance and Directing, 2) Theater Production, 3) Theater History, Criticism and Literature, and 4) Advanced Theater courses. At least two courses must be chosen from the Performance area, and a student must have junior status before enrolling in the Advanced Theater courses. It is strongly urged that majors meet with a faculty advisor in theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

Theater Requirements for the Class of 1996

Students must complete eleven (11) courses plus an additional eight credits worth of Theater Production Laboratory. Five (5) of the courses are required. These courses are: 1) CT 060, Introduction to Theater; 2) CT 140, Elements of Theater Production (which must be taken along with CT 145, Theater Production Laboratory I); 3) CT 275, History of Theater I; 4) CT 276, History of Theater II; 5) CT 101, Acting I. These five basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed these five courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major: 1) Students must pick two (2) upper-level departmental theater courses in theater his-

tory, criticism and/or dramatic literature (courses which meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479). 2) Students must also pick two (2) upper-level departmental courses in performance and/or production (courses which meet this requirement are numbered from CT 301 to CT 359, and CT 401 to CT 459.) The remaining two (2) are electives and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete eight credits worth of Theater Production Laboratory beyond their course requirements in order to graduate with a major in Theater. Credits are only awarded for working on Boston College Department of Theater productions. Two of the eight may be earned through substantial performance work (arranged in advance with the Department); otherwise, all eight can only be in the technical area. Most Theater Production Laboratory courses are worth one (1) credit; only CT 445 is worth two (2) credits. Therefore, students should be prepared to take between six and eight Theater Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

Incoming freshmen are strongly encouraged to take both the Introduction to Theater class, and the Elements of Theater Production class (with its accompanying lab course) in their first semester. Furthermore, it is strongly urged that majors in the Class of 1996 meet with a faculty advisor in theater as early as possible.

Theater and the University Core

Please note that only two theater courses can now be used to meet the University's Core curriculum requirements: CT 060 (Introduction to Theater), and CT 065 (Performance Studies I: Literature of the Mind).

COURSE OFFERINGS

Communication

CO 010 The Rhetorical Tradition (F, S: 3)

This is an introductory course that is designed to examine the evolution of rhetorical principles during the classical, Renaissance, and modern periods. The course focuses on pivotal concepts in rhetoric, and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric, and looks at communication as a way of knowing about self and society.

Lisa Cuklanz

Gail McGrath

Dorman Picklesimer, Jr.

CO 020 Survey of Mass Communication (F, S: 3)

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, constitutional issues related to the First Amendment, media economics, the character of mass media

content, and the organizational decision-making process within media institutions. This is a required course for all communication majors.

Kevin M. Carragee

Donald Fishman

CO 030 Public Speaking (F, S: 3)

This course is intended to be an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance as well as a theory course. The course is required for all communication majors.

The Department

CO 080 (CH 151) The Science and Technology of Communication (S: 3)

This course deals with the evolution and operation of communication technology. Its aim is to acquaint students with the development and functioning of technologies which have been the most influential in shaping society. Among the topics addressed are: the telegraph, the telephone, modern radio, television, semiconductors, microwave communication, and lasers. A previous scientific background is not necessary for an understanding of the course. This is a Core course.

Paul Davidovits

CO 104 Interpersonal Communication (F, S: 3)

This course is based upon the premise that most of the communication in which people engage is interpersonal rather than public. It relates more closely to the day-to-day communication needs of contemporary society. Student participation in this course ranges from dyadic (one-to-one) communications to formal situations. The course is divided into three sections: 1) know self, 2) know others, and 3) know the message. Both verbal and nonverbal communication techniques are stressed.

Dorman Picklesimer, Jr.

CO 105 Debate (F, S: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

John Katsulas

CO 107 Voice and Articulation for the Electronic Media (F, S: 3)

This course is designed for students interested in building toward a level of vocalization acceptable for professional radio and television performance. Attention will be given to all aspects of voice production including rate, pitch, volume, tone, and clear and accurate articulation which adheres to the General American Standard. Extensive use will be made of tape recordings for practice, self analysis and instructor evaluation. The International Phonetic Alphabet will be employed as the basic tool. This course is not appropriate for individuals with speech deficiencies. *Gail McGrath*

CO 220 Radio Production (F, S: 3)

This course is designed to present an overview of basic audio theory, programming and production techniques, station management and radio's relationship to the record industry. Students must meet for a one-hour lab period each week in addition to the two-hour lecture periods.

Marilyn Matelski

CO 222 Studio Television Production (F, S: 3)

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the planning and production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production skills in a television studio.

David Corkum

Paul Reynolds

William Stanwood

CO 227 Broadcast Writing (F, S: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials, public service announcements, educational television, and writing for specialized audiences. A special emphasis will be placed on dramatic and comedy writing in the final third of this course.

Patricia Delaney

James Dunford

William Stanwood

CO 230 News Writing (F, S: 3)

An introduction to reporting for the print media, this course examines 1) techniques of interviewing and observation, 2) the news value of events, and 3) the organizational forms and writing styles used by newspapers. Course work includes frequent story assignments. Students will be expected to read a newspaper daily.

Maureen Goss

Richard Kelley

James Willis

CO 231 Feature Writing (F, S: 3)

Prerequisite: CO 230, News Writing

This course focuses upon feature writing for newspapers and magazines. Frequent story assignments, regular newspaper reading, and leaving campus to cover stories are required.

Maureen Goss

CO 235 Advertising (F: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as: advertising regulation, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research and the creative uses of various advertising media. Students will participate in the formulation of a comprehensive advertising campaign plan.

Ann Marie Barry

CO 236 Ad Copy and Layout (F: 3)

Prerequisite: CO 235, Advertising; permission of instructor.

This course is designed to promote an understanding of effective creative work in advertising through the study of basic visual design concepts and the production of advertisements in a variety of media, including newspapers, magazines, direct mail, catalogs, and out-of-home vehicles. Stu-

dents will produce creative work in both semi-comprehensive and comprehensive layouts, critique their own work and that of others, and develop a final creative campaign for inclusion in an advertising portfolio. Cost of materials should be factored into the decision to take this course. Enrollment is limited.

Ann Marie Barry

CO 240 Public Relations (F, S: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis will also be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

Donald Fishman

Karen Kelly

Lynda McKinney

CO 260 American Public Address I (F: 3)

This course is dedicated to the proposition that "History is made with words." Thus, this course will concentrate on the major issues that challenged the United States Constitution: Abolition, Women's Rights and Suffrage, Immigration, the Rise of Evangelism, and the Progressive Movement that framed 20th-century American thought. Lectures and discussions will focus on the major personalities and their speeches. Students will integrate theories of rhetorical criticism with the speeches and the causes they support.

Dorman Picklesimer, Jr.

CO 261 American Public Address II (S: 3)

This course is a sequel to CO 260—although it is not necessary to have completed CO 260 to enroll in CO 261. This course concentrates on the major speeches and speakers who molded American thought from the Cold War to the present. Theories of rhetorical criticism will be integrated in the evaluation of major speeches selected by the students. Although not required for admission to the course, the completion of the Public Speaking and/or Rhetorical Criticism courses is recommended.

Dorman Picklesimer, Jr.

CO 290 (PO 349) Politics and the Media (F, S: 3)

An analysis of the mass media's impact on the workings of the American political system. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

CO 295 Political Communication (F, S: 3)

Political communication occurs in all societies in many forms and with varying results. This course will explore the diversity of styles, forms, and effects of political communication, both in the United States and abroad.

Marie Natoli

Theory Courses**CO 370 Media Effects Theory (F, S: 3)**

This course will explore current theoretical perspectives that inform mass communication research examining media effects and uses. The theoretical perspectives examined include cultivation research, agenda-setting research, uses and

gratifications research and neo-Marxist analyses of the media's influence. By the end of the semester, students should have developed a critical understanding of the role and influence of the mass media in American society.

Kevin Carragee

CO 376 Rhetorical Theory (S: 3)

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.

Lisa Cuklanz

Writing-Intensive Seminars**CO 427 Culture, Communication and Power (S: 3)**

This course will examine the interaction between culture, communication and power. We will study and discuss, for example, the role of cultural products in the definition of social and political relations. A number of theoretical perspectives will inform our study of mass-mediated artifacts, including feminist theory, semiotics, cultural studies perspectives and neo-Marxist theories. Similarly, we will discuss a variety of cultural products, for example, novels, magazines, advertisements and television programs.

Kevin Carragee

CO 428 News, Politics and Knowledge (F: 3)

This seminar examines news as a form of social knowledge. It examines how the American news media define domestic and international politics. It examines the creative and organizational processes that contribute to the production of news. One aim of the seminar is to develop an understanding of the social, political and economic forces that shape American journalism. The focus is primarily, though not exclusively, on television news.

Kevin Carragee

CO 442 Intercultural Communication (F: 3)

The purpose of this course is to focus on intercultural and international communication of today and tomorrow. It will be divided into three basic areas: 1) subcultural communication in America; 2) intra- and inter-cultural differences in other societies; and 3) international communication—its successes and failures. Comparative broadcasting systems in each society will be discussed as well as case studies of specific countries.

Marilyn Matelski

CO 450 Freedom of Speech (F, S: 3)

This course is designed to examine the evolving interpretation of freedom of speech from the American Revolutionary War to the Persian Gulf War. The focus of the course is on the intellectual, political, and social factors that influenced varying conceptions of freedom of expression. Special emphasis will be placed on the development of First Amendment doctrines during World War I as well as the abridgement of civil liberties during that war. In addition, the course will examine the changing forum for free speech litigation from the states to the federal courts and the transformation in free speech thinking from protecting majority interests to safeguarding the rights of minorities.

Donald Fishman

CO 451 Gender Roles and Communication (F, S: 3)

This course is both a writing intensive seminar and a women's studies course. Focus is on the

social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass mediated communication.

Lisa Cuklanz

CO 457 Campaign Rhetoric (F: 3)

This course is designed to investigate the impact of presidential campaign rhetoric on voter behavior. Students will be asked to utilize principles of rhetoric to objectively evaluate speeches and debates read, heard and/or seen. Study will focus on the rhetoric of presidential elections from 1952 to the present with primary emphasis on the current campaign. The goal is critical listening: The method will be predominantly discussion. Preparation to participate is required.

Gail McGrath

CO 470 (UN 510) Capstone: Conflict, Decision and Communication (F: 3)

This seminar focuses on inevitable questions which underlie most undergraduate study and which form the basis for critical decision-making throughout our lives. Reading, viewing and discussion will center on inner- and outer-directed communication as a dynamic process reflecting our most cherished values, beliefs and hopes. Emphasis will be on the concepts of justice, freedom and responsibility, the wider imagination, and personal moral and ethical choices. Like all Capstone courses, it invites students to review their education at Boston College to reflect on the lifelong task of integrating work, personal relationships, citizenship and spiritual development.

Ann Marie Barry

Other Majors' Courses

CO 500 Debate Practicum (F, S: 1)

Advanced discussion and analysis of contemporary debate theory with an emphasis on paradigms, topicality, counterplans, trends in debate, and other specialized topics. This is a one-credit course.

Dale Herbeck

John Katsulas

CO 520 Media Workshop I (F, S: 3)

Prerequisites: 1) Senior standing, 2) 3.0 and above GPA, 3) completion of six courses in communication, including those required for the major, and 4) permission of the instructor.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected. A field research paper is required.

Gail McGrath

CO 521 Media Workshop II (S: 3)

Prerequisites: completion of Media Workshop I, and permission of the instructor.

Additional internship experience in the media is available to communication majors for a second semester.

Gail McGrath

CO 590 Introduction to Honors in Communication (S: 3)

This course is designed to be an introduction to research in preparation for the completion of a scholarly thesis in Communication. Attention in the course will be devoted to data collection, research design, and topic selection. Emphasis also will be placed upon developing a writing style suitable for scholarly works. This course is open to juniors who have achieved a 3.4 cumulative grade point average. Students begin the honors program during the second semester of their junior year, and those who complete this preparatory course with distinction may enroll in CO 591 during the first semester of their senior year.

Donald Fishman

CO 591 Honors Program in Communication (F: 3)

Candidates for Departmental Honors who have successfully completed CO 590 may enroll in this course. Students in the course complete an honors thesis under the supervision of the instructor.

Donald Fishman

CO 597 Readings & Research—Communications (F, S: 3)

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The defining characteristics of the course are that: (1) it must involve extensive readings, and (2) it must include a formal term paper of twenty or more pages. This course may be repeated for more than one semester.

The Department

CO 598 Teaching Assistantship (F, S: 3)

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to seniors and enrollment is limited to one student per professor. Permission of the instructor is required.

The Department

CO 599 Scholar of the College (F, S: 6)

Students who have been accepted in the Scholar of the College Program should enroll in this course. May be repeated for more than one semester.

The Department

Theater Course Offerings

CT 060 Introduction to Theater (F, S: 3)

A survey course for both majors and non-majors; its major aim is to impart an appreciation of the theater as an artistic and humanizing experience. There will be discussion of the various elements which contribute to the development of theater as a specialized art form: historical and cultural influences; staging styles and techniques and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required. This is a Core course. *This course was previously listed as CT 070.*

J. Paul Marcoux

Denis Moran, S. J.

CT 065 Performance Studies I: Literature in Performance (F: 3)

An introductory course dealing with the principles and techniques of the oral performance of literature. Emphasis will be on methods of liter-

ary analysis, logical and emotional content of literature, and performance techniques. Various types of literature will be examined from the standpoint of aesthetics as well as communication. This is a Core course. *This course, once titled Oral Interpretation of Literature, was previously listed as CT 099.*

J. Paul Marcoux

CT 101 Acting I: Introduction (F: 3)

Students will work independently on concentration, observation, sense recall, and related principles. On occasion, students will also work on special projects such as voice and body work, preparing a role and rehearsal techniques. The course does not pre-suppose acting experience but does take for granted a sincerity of purpose in learning about the actor's approach to the theater. Permission of the instructor is required. *This course, once titled Principles of Acting, was previously listed as CT 302.*

Denis Moran, S. J.

CT 140 Elements of Theater Production (F: 3)

Classroom discussions and demonstrations provide an introductory understanding of the history, theory and practice of technical theater production, while hands-on experience equips students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course also emphasizes the collaborative and cooperative nature of theater production by placing the individual production responsibility in the context of the production organization as a whole. Required of all theater majors, this course is also highly recommended for those students who intend to work on departmental and/or non-departmental productions. Students enrolled in CT 140 must also enroll in CT 145, Theater Production Laboratory I. *This course was previously listed as CT 143.*

Jan Chambers

CT 145 Theater Production Laboratory I (F, S: 1)

To be taken in conjunction with CT 140 (Elements of Theater Production). This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theater production. It is a scheduled laboratory that meets once a week for three hours. This is a one-credit course.

Jan Chambers

CT 147 Theater Production Laboratory I (F, S: 1)

This section of Theater Production Laboratory is a self-scheduled laboratory for non-majors only. Students will either choose one area of production (scenery, lighting, costume, or sound) and schedule themselves to work three hours per week for the duration of the semester, or they may elect to serve on a running crew for a mainstage production. Orientation classes for the various areas of production will be held during the first two weeks of the semester and are to be attended by everyone working in that production area. May be repeated for up to four credits. (Note: This course will not fulfill the Theater Production Laboratory requirement for the majors.) This is a one-credit course.

Jan Chambers

CT 153 Elements of Design for the Stage (S: 3)

Prerequisite: CT 140 or permission of instructor.

This is a studio course which provides an understanding of how line, shape, color, texture, value, space, and movement relate (two, three, and

four-dimensionally) to the physical creation of character and environment for the stage. Because these physical images originate in the creative design process, coursework involves experimentation with various media and techniques as avenues for the conceptualization and communication of the design idea. Equal emphasis is given to the development of traditional communication skills for set, lighting, and costume design—such as drafting, perspective drawing, modelmaking, and rendering. This course is highly recommended for Fine Arts majors, Theater majors, and other students interested in theater design and production. *This course was previously listed as CT 144.* *Jau Chambers*

CT 180 (BK 240) Introduction to Black Theater (F: 3)

A survey of the history of Blacks in the American theater and the development of Black theater in the United States from the nineteenth century to the present. This course also surveys readings by Black playwrights from William Welles Browne to the present. This course explores answers to such questions as the following: What is the nature of the African dramatic tradition? What has been the role of Blacks in the American theater? What has been the relationship between theater by Blacks and the rest of the American theater? What has been the impact of stereotyping of Blacks in theater, film and on television? What external conditions have been conducive to the growth and development of Black theater? Who are the major Black playwrights and what are their works? What has been the role of Black theater companies? What is the New Black Theater? What are some of the key issues in Black drama criticism?

The course will consist of readings in Black theater history, Black-authored plays, and Black drama criticism; class discussion; and oral readings. *Fabamisha Brown*

CT 201 Acting II: Characterization (S: 3)

This course pre-supposes some exposure to the actor's art and craft. It is built upon the foundation of skills and knowledge established in CT 101 (Acting I). The emphasis will be on scripted materials and improvisations as means of developing consistent and believable characters. The student should be reasonably conversant with a wide spectrum of dramatic literature. Although not restricted to majors, this course is recommended for students willing to devote considerable time and energy to their own development as performers. Permission of instructor is required. *This class was previously listed as CT 303.* *Alice Marmarchev*

CT 205 Elements of Dance (S: 3)

This course is designed to develop the student's knowledge and experience of dance as an art form. Dance technique (ballet and modern), composition, philosophy, history, aesthetics, as well as design will be included. No previous dance experience is necessary but students will be expected to participate in all aspects of this course.

Robert VerEecke, S. J.

CT 235 Performing Arts Management (S: 3)

This course is designed for students with a joint interest in management and the production of performing arts. It will focus on box office procedures, accounting, promotion and advertising

techniques, public relations, audience development and related concerns of the performing arts administrator. *Howard Enoch*

CT 245 Theater Production Laboratory II (F, S: 1)

Prerequisites: CT 140 and CT 145, or permission of instructor.

This course is a self-scheduled laboratory. Students will either choose one area of production (scenery, lighting, costume, or sound) and schedule themselves to work three hours per week for the duration of the semester, or they may elect to serve on a running crew for a mainstage show. May be repeated for a second credit in a different production area. This is a one-credit course. *This course was previously listed as CT 146.*

Jau Chambers

CT 253 Stage Design I (F: 3)

Prerequisite: CT153, or permission of instructor. This course provides an understanding of the basic principles and methodology of theatrical design. Students are engaged in a series of exercises investigating the specific contributions of set, light, costume, and sound design to the art of theater, which culminates in the synthesis of those elements in a final design project. Emphasis is on visual interpretation of a play, research for design, and the graphic communication of the design ideas. This course is highly recommended for Fine Arts majors, Theater majors and other students interested in theater design and production.

Jau Chambers

CT 265 Performance Studies II: Theater of the Mind (S: 3)

Prerequisite: CT 065, and permission of instructor.

An advanced offering in performance studies, this course will stress group performance of a variety of imaginative literature in several modes. Reader's theater will be examined as a major performance technique; chamber theater, story theater and newer forms of group interpretation will also be studied. The relationships existing between literary analysis and group performance will receive considerable attention. A public recital will climax the course. *J. Paul Marcoux*

CT 275 History of Theater I (F: 3)

This course follows the simultaneous development of the actor, playwright, architect and director from the Egyptian theater through to the Elizabethan and Jacobean theater. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theater in each successive society, determining how the stage reflects the social, political and cultural concerns of each age. Given the range and detail of the material, lectures form the core of the class. In addition to mastering lecture material, students are expected to read a series of primary source materials, including plays. *This course was previously listed as CT 075.* *Stuart J. Hecht*

CT 276 History of Theater II (S: 3)

This course is a continuation of History of Theater I. It too follows the simultaneous development of the actor, playwright, architect, and director, but takes the story from the year 1642 to the present. The course will also study the devel-

opment of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theater in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age. You need not have taken History of Theater I in order to take this course. *This course was previously listed as CT 076.* *Stuart J. Hecht*

CT 301 Acting III: Script Analysis (F: 3)

This course has a prerequisite of CT 101 and CT 201, as well as some stage experience. It takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes which are performed as "works in progress." Permission of the instructor is required. *This course was previously listed as CT 304.* *J. Paul Marcoux*

CT 305 Dance: History and Performance (F: 3)

This lecture-lab course offers the experienced dance student an opportunity to explore in-depth dance as an art form. Through readings, films and concerts, the student will be exposed to the various periods of dance: Renaissance, Romantic, Classical, Modern, and Contemporary. Students will be expected to choreograph and perform their own works as well as do those of professional choreographers. *This course was previously listed as CT 459.* *Robert VerEecke, S. J.*

CT 345 Theater Production Laboratory IIIa (F, S: 1)

Prerequisite: CT 245, or permission of instructor.

This course is a self-scheduled laboratory. Students will choose one area of production (scenery, lighting, costume, or sound) and schedule themselves to work four hours per week for the duration of the semester, or they may elect to serve as a crew chief for a mainstage show. This is a one-credit course. *Jau Chambers*

CT 348 Theater Production Laboratory IIb (F, S: 1)

Students enrolled in this course will serve as a design assistant to a faculty designer on a mainstage production. Enrollment is by permission of instructor. May be repeated for a second credit in a different production area. This is a one-credit course. *Jau Chambers*

CT 353 Stage Design II (S: 3)

This course takes a holistic approach to design for theater in treating set, light, and costume design as synergistically equal design components. Students work in groups to identify and explore the particular design challenges set forth in a variety of plays. Focus is on collective immersion in the design process, emphasizing the collaborative nature of that process and enriching the individuals' experiences of reading, interpretation, research, and conceptualization of production style. The semester's work culminates in verbal and visual presentations of the groups' final scenographic solutions for chosen plays. This is an advanced design course recommended only for those students who have completed CT 253. Students enrolled in CT 353 are strongly encouraged to enroll in CT 348, Theater Production Laboratory IIb. Permission of instructor is required.

Jau Chambers

CT 360 Greek and Roman Theater and Drama (S: 3)

With Aristotle's *Poetics* and Horace's *Ars Poetica* as classic critical texts, this course will study selections from the tragedies of Aeschylus, Sophocles and Euripides and the comedies of Aristophanes as well as the tragedies of Seneca and the comedies of Plautus. These plays will be treated as the theater of Greece and Rome which gave the Western world a culture and an aesthetic. *Previously listed as CT 363. Denis Moran, S. J.*

CT 361 Shakespeare On the Stage (F: 3)

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theater, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called "problem plays." Students will also be expected to perform scenes from Shakespeare's plays, not to demonstrate their acting skills, but rather as a means to explore how each play actually works. *Stuart J. Hecht*

CT 365 Modern Theater and Drama (S: 3)

In one sense, the purpose of this class is to review the development of modern drama, from its roots in Ibsen through to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas.

In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements.. *Stuart J. Hecht*

CT 430 Directing I (F: 3)

A course in the fundamentals of script analysis, staging and interpretation. Students learn through both lecture and practical application the basic skills which constitute the stage director's craft. Each student will direct four in-class scenes, each designed to master a separate aspect of the directorial discipline. In addition to scene work, students are expected to write several brief papers outlining their conceptual and practical directorial approach to chosen works. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended. Permission of instructor is required. *This course was previously listed as CT 306. Stuart J. Hecht*

CT 431 Directing II (S: 3)

This course is built upon the foundations of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course, and will also gain an understanding of the theoretical aspects of the director's craft. Permission of the instructor is required. *This course was previously listed as CT 307. Stuart J. Hecht*

CT 445 Theater Production Laboratory IV (F, S: 2)

This course offers two credits for extensive production or performance work (e.g., design of a workshop, assistant directing for mainstage, stage management, substantial performance work). Thorough coursework in the given area is required. May be repeated for a second credit in a different production area. Permission of the instructor is required. This is a two-credit course. *Jan Chambers*

CT 461 Farce and Melodrama (S: 3)

The two most enduring theatrical forms are farce and melodrama. This course explores the history and philosophy of both. Starting with early Greek comedy, the idea of farce as a separate dramatic genre is explored with an emphasis on the work of Georges Feydeau. In addition, the class will examine the aesthetics of the melodramatic vision especially as it was perceived by Guilbert de Pixerecourt in France and developed by the popular melodramatists of the nineteenth century in England and America. Consideration will be given to contemporary farce and melodrama as essential forms of popular theater. Scenes from representative farces and melodramas will be performed in class to illustrate the continuing viability of popular theater. *J. Paul Marcoux*

CT 501 Theater Practicum in Performance (F, S: 3)

An advanced independent study for those students interested in developing a significant performance work under faculty supervision. This involves both research and performance. Only those students who have completed CT 101, CT 201, CT 301 and who have had considerable performance experience are considered. Only open to seniors. Permission of the instructor is required. *The Department*

CT 530 Theater Practicum in Directing (F, S: 3)

This is a senior project in which a limited number of students direct a Departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. This course is an independent study for those students interested in advanced study in directing, done under close faculty supervision. The course involves preparatory research, directing the given production, and pre- and post-written analyses of the project. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production. Permission of a sponsoring instructor is required. *The Department*

CT 540 Theater Practicum in Design (F, S: 3)

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls for Practicum in the fall or spring semester of the senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theater Production Laboratories. The student will initially submit a written proposal outlining the intent of the practicum project, and will document the design work throughout the process. Evaluations will be made in the form of a faculty discussion and critique of both process and product. Permission of a sponsoring instructor is required. *The Department*

CT 550 Honors Project in Theater (F, S: 3)

A year-long project open only to senior theater majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end. Permission of a sponsoring instructor is required. *The Department*

CT 590 Teaching Assistantships (F, S: 3)

This course is intended to provide undergraduate theater majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Preference is given to seniors, though juniors may be considered, and to those who have previously successfully completed the given class. Permission of the instructor is required. *The Department*

CT 598 Readings and Research in Theater (F, S: 3)

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a theater faculty member. Prerequisite: senior standing and 12 credit hours in theater. Permission of instructor is required. *The Department*

COMPUTER SCIENCE

PROGRAM DESCRIPTION

Arts and Sciences students may either major or minor in Computer Science, or take a concentration in either Computer Science or Information Systems. The major and minor programs are administered by the Department of Mathematics and are described below; the concentrations are administered by the Computer Science Department in the Carroll School of Management and are described under that section of this Catalog. The program descriptions which follow include references to the course categories (A), (B), (C), (D), (E), and (F), which are defined under the section "Course Offerings" below.

Program Director for Computer Science: Associate Professor Ned I. Rosen, Department of Mathematics

The Computer Science Major

The Computer Science major is designed to be both intellectually demanding and practical. There are two components to the course requirements for the major: courses in computers and courses in mathematics. The requirements for the ten-course computer science component have been changed for the Class of 1996 (and beyond); both sets of requirements are listed here.

Computer Science component: Class of 1996 (and later classes)

1. Computer Science I (MT 550/MC 140)
2. Computer Science II (MT 551/MC 141)
3. Computer Organization and Assembly Language (MT 572/MC 260)
4. Algorithms (MT 583/MC 383)
5. Theory of Computation (MT 585/ MC 385)
6. Computer Architecture (MC 372)
7. One course chosen from Compilers (MC 371) and Operating Systems (MC 362).
- 8.-10. Three electives chosen from (D), (E), and (F) below, of which at least two must be advanced Computer Science electives (E).

Computer Science component: Classes of 1993, 1994, 1995

1. Computer Science I (MT 550/MC 140)
2. Computer Science II (MT 551/MC 141)
3. Computer Organization and Assembly Language (MT 572/MC 260)
4. Algorithms (MT 583/MC 383)
5. Theory of Computation (MT 585/ MC 385)
- 6.-10. Five electives chosen from (D), (E), and (F) below, of which at least three must be advanced Computer Science electives (E).

The first five courses in the major are cross-listed between the Mathematics Department and the Computer Science Department, and a student may register for these courses under either designation. Computer Science majors who are considering technical careers in computers are urged to include Computer Architecture (MC 372), Compilers (MC 371), and Operating Systems (MC 362) among their electives. *Most of the advanced electives are offered only in alternate years*, and students should plan their programs accordingly.

An entering student who has achieved a score of 4 or higher on the Computer Science AP test should speak to the Program Director for Computer Science about placing out of the first course. In this case, a student would be required to substitute an extra elective to complete the Computer Science major.

For Computer Science majors in the College of Arts and Sciences, the computer science courses taken in the Carroll School of Management may be counted towards the 32 courses that must be taken in A&S.

The mathematics component of the Computer Science major is as follows:

1. Calculus: MT 100-101, MT 102-103, or MT 110-111 (or an equivalent first-year calculus course)
2. Discrete Mathematics:
 - a. MT 243 or MT 216-217
 - b. MT 244, or MT 445 and MT 420, or MT 445 and MT 426

Students considering the Computer Science major are advised to take MT 100, MT 102, or MT 110 as freshmen and normally should take Computer Science I either in the spring term of their freshman year or in the fall term of their sophomore year. Also, the entire mathematics component must be completed before taking Algorithms, so Computer Science majors should plan to complete the mathematics component by the end of the junior year.

Students who wish to double major in Mathematics and Computer Science should take MT 102-103 in their first year. Double majors may *not* use the same courses to fulfill both the ten-course computer component for the Computer Science major and the course requirements for the Mathematics major. However, mathematics courses taken to fulfill the Mathematics major requirements *may* be used to satisfy the mathematics component of the Computer Science major.

Computer Science majors who are considering graduate school in Computer Science should plan to complete the required courses (and Computer Architecture) before taking the GRE achievement test in Computer Science, and, in addition, are urged to take at least two more mathematics courses, including a course in probability/statistics, in their undergraduate programs.

Questions about the Computer Science major should be directed to the Program Director for Computer Science in the Department of Mathematics, which administers the program.

The Computer Science Minor

The minor program in Computer Science is designed to provide a coherent and demanding course of study in Computer Science for students with a strong secondary interest in Computer Science.

A&S students intending to minor in Computer Science should register with the Program Director no later than fall semester of their junior year. In addition, they must see the Program Director in their senior year, when the six courses to be taken have been determined.

Six courses are required for the minor:

1. Introductory: MT 008 or MT 063 or MC 021
2. Computer Science I: MT 550/MC 140
3. Computer Science II: MT 551/MC 141
4. Computer Organization and Assembly Language: MT 572/MC 260
5. One advanced elective, chosen from categories (C) or (E) below.
6. One elective, chosen from categories (C), (D), or (E) below.

The first course in the minor may be waived for students entering with significant programming experience; the first two courses may be waived for students who have achieved a score of 4 or higher on the Computer Science AP test. In both of these cases, however, a student must substitute electives chosen from (C), (D), and (E) for the waived courses.

Questions concerning the program, including placing out of courses, should be addressed to the Program Director for Computer Science, Department of Mathematics.

COURSE OFFERINGS

Courses in Computer Science are offered in the Mathematics Department and in the Computer Science Department, and certain courses are cross-listed between the two departments. The following list summarizes the Computer Science curriculum for undergraduates; for course descriptions, see the Mathematics section for MT courses, or Computer Science (in the Carroll School of Management section) for MC courses. *Students should be aware that most of the advanced electives are offered in alternate years.*

A. Introductory courses:

- MC 021, Computers for Management
- MT 008, Introduction to Computers and Programming
- MT 063, Mathematical Analysis and the Computer
- MT 174, Topics in Computer Applications

B. Programming core:

- MT 550/MC 140, Computer Science I
- MT 550/MC 141, Computer Science II
- MT 572/MC 260, Computer Organization and Assembly Language

C. Required Courses for the Major:

- MT 583/MC 383, Algorithms
- MT 585/MC 385, Theory of Computation
- MC 372, Computer Architecture

D. Intermediate Electives:

- MC 252, Systems Analysis
- MC 254, Business Systems
- MC 340, Management Information Systems
- MC 690, Ethical Issues in Computer Use

E C O N O M I C S

E. Advanced Electives: (those offered in 1992-93 are so indicated)

- MT 566, Programming Languages
- MT 568/MC 633, Computer Graphics
- MT 577/MC 652, Microcomputer Systems
- MC 357, Database Systems (1992-93)
- MC 359, Artificial Intelligence (1992-93)
- MC 362, Operating Systems
- MC 371, Compilers (1992-93)
- MC 373, Robotics (1992-93)
- MC 374, Topics in Computer Science (1992-93)
- MC 611, Digital Systems Laboratory (1992-93)
- MC 622, Prolog
- MC 644, Scientific Computation
- MT 599/MC 399, Reading and Research in Computer Science

F. Cognates for the Computer Science major:

- MT 414, Numerical Analysis

FACULTY

Robert J. McEwen, S.J., *Professor Emeritus*; A.B., Boston College; M.A., Fordham University; Ph.L., S.T.L., Weston College; Ph.D., Boston College

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Richard J. Arnott, *Professor*; B.S., Massachusetts Institute of Technology; M.A., M.Philosophy, Ph.D., Yale

David A. Belsley, *Professor*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Marvin C. Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

William B. Neenan, S.J., *Professor*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan; Academic Vice President and Dean of Faculties

Joe Peek, *Professor*; B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Joseph F. Quinn, *Professor, Chairperson of the Department*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Donald K. Richter, *Professor*; B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Donald J. White, *Professor*; B.S., Boston College; A.M., Ph.D., Harvard University; Dean, Graduate School of Arts and Sciences

Christopher F. Baum, *Associate Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Associate Professor*; B.S., Boston College; M.S., Ph.D., Brown University

André Lucien Danière, *Associate Professor*; Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Francis M. McLaughlin, *Associate Professor, Assistant Chairperson of the Department*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePaul University; Ph.D., Brown University

Richard W. Tresch, *Associate Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Leonardo Felli, *Assistant Professor*; Laurea, Università De Gli Studi Di Trieste; Ph.D., Massachusetts Institute of Technology

Jane Marrinan, *Assistant Professor*; B.A., DePaul University; Ph.D., University of Minnesota

E. Scott Mayfield, *Assistant Professor*; B.A., Williams College; Ph.D., University of Pennsylvania

Stephen Polasky, *Assistant Professor*; B.A., Williams College; M.A., London School of Economics; Ph.D., University of Michigan

Toni M. Whited, *Assistant Professor*; B.A., University of Oregon; M.A., Ph.D., Princeton University



PROGRAM DESCRIPTION

The major in Economics provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy and public policy analysis. A total of ten three-credit courses is required for the major, including Principles of Economics (EC 131-132), Economic Statistics (EC 151, 154, 155 or 157), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), and any five electives.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including Principles of Economics (EC 131, 132), Microeconomic Theory (EC 201 or 401), Macroeconomic Theory (EC 202 or 402), Economic Statistics (EC 151, 154 or 157), and any two electives. Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151, 154, 155 or 157).

A student choosing to do honors work in economics, whether in the college honors program or not, does independent research and writes an honors thesis under the guidance of an individual professor. The thesis proposal must be approved by the Department Honors Committee and should be started by the beginning of classes in

the fall term of senior year. Honors students should also select the following courses: Honors Statistics (EC 155 or 157), Honors Microeconomic Theory (EC 401), Honors Macroeconomic Theory (EC 402), and several additional courses at the 400 level, i.e., the Departmental Seminars. One of these courses may be Econometrics (EC 428). There is also a comprehensive examination at the end of the senior year.

Honors is conferred by a vote of the Honors Committee at the end of the student's senior year. Students planning to do graduate work should enter the honors program. Students with truly outstanding records are also encouraged to elect one or more graduate courses in their junior or senior years.

Non-honors students with strong analytical ability are urged to fulfill their micro and macro theory requirements by taking EC 401 and EC 402 rather than EC 201 and EC 202, and by replacing some of the regular electives with Departmental Seminars. Students with good mathematical backgrounds should take EC 157 rather than EC 151 to meet the statistics requirement and they should also take EC 428, Econometrics. Students planning to do graduate work in economics should consider EC 711, Mathematics for Economists, or its equivalent in courses from the Mathematics Department.

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

COURSE OFFERINGS

Normally, students should take both EC 131 and EC 132 before taking any other Economics courses. Exceptions are EC 151 and EC 341–343 for which there are no prerequisites. Students should take EC 131 before EC 132. EC 131–132 also satisfy the Social Sciences Core requirement.

Students considering Principles should know the fundamentals of high school algebra, especially the algebra and geometry of a straight line. Calculus is recommended for economics majors.

EC 131 Principles of Economics I–Micro (F, S: 3)

Analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems. *The Department*

EC 132 Principles of Economics II–Macro (F, S: 3)

Analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy. *The Department*

EC 151 Economic Statistics (F, S: 3)

EC 154 Economic Statistics–Monogement (F, S: 3) Probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting. *The Department*

EC 155 Economic Statistics: Honors Level (Management) (S: 3)

Prerequisite: Calculus

Topics covered will be for future use in the functional areas of business: finance, operations, marketing, and accounting. *Richard McGowan, S.J.*

EC 201 Microeconomic Theory (F, S: 3)

Prerequisite: EC 131

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention. *The Department*

EC 202 Macroeconomic Theory (F, S: 3)

Prerequisite: EC 132

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models. *The Department*

EC 299 Independent Study (F, S: 3)

The student works under the direction of an individual professor. *The Department*

EC 332 American Economic History (F, S: 3)

Prerequisite: EC 131–132

Study of the causes and social institutional changes of American economic growth from colonial times to the 20th century. Economic models will suggest primary causes; alternative viewpoints will also be considered. *James Anderson*
Mary Oates

EC 333 History of Economic Thought (F: 3)

Prerequisite: EC 131–132

A chronological survey of the main trends of Western economic thought (especially theory) from ancient times to the early and mid-forties (1940s).

After a rapid overview of the foundations begun among the Greeks, Romans, Scholastic Doctors, and Mercantilists culminating in the 17th and 18th centuries, the main thrust of the course is a presentation of the leading economists from the Physiocrats to the present.

The development of economic theories and policies will be constantly related to the socioeconomic and intellectual (philosophical) background of their times. *Frank McLaughlin*

EC 334 Economics and Catholic Social Teaching (S: 3)

Prerequisite: EC 131–132 or permission of instructor

When Pope John Paul II released his encyclical “Centesimus Annus,” some commentators quickly dubbed him “the capitalist pope.” Is this appropriate? This course will explore one hundred years of Catholic teaching as it applies to issues of economic justice. We will reflect on the links between economics and other disciplines and how these links can guide us in public policy.

Note: The course is particularly suited to students of the Faith, Peace and Justice program, in addition to serving as a regular elective for Economics majors. *Catherine Schneider*

EC 338 Law and Economics (F: 3)

Prerequisite: EC 201 or EC 401

In this course, we utilize microeconomic analysis to evaluate the “performance” of legal institutions, with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits). *Mary Oates*

EC 340 Labor Economics (S: 3)

Prerequisite: EC 131–132

This course will introduce students to the methodology of labor economics from both institutional and neo-classical perspectives. The principal emphasis will be on neo-classical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions. *Frank McLaughlin*

EC 341 The Consumer Revolution in the World Economy (F: 3)

The Consumer Revolution: the objective, methods and effects of the consumer revolution. Selected areas and industries, e.g., automobiles, credit, health care, food, representing special problems. There are no prerequisites for this course. *Robert J. McEwen, S.J.*

EC 343 Consumer Information and Education (S: 3)

The economic problem of inadequate consumer information and the sources and methods of improving consumer information. There are no prerequisites for this course. *Robert J. McEwen, S.J.*

EC 346 Economics of Arbitration and Dispute Settlement (F: 3)

Prerequisite: EC 131–132

This course will focus on an exposition and analysis of the methods that have been developed in the United States for resolving collective bargaining differences and disputes. The range of methods for resolving differences, including negotiations, fact-finding, conciliation, mediation, and arbitration will be covered in detail and evaluated from the perspective of the efficient functioning of the economy. *Francis M. McLaughlin*

EC 349 Economics of Human Resources (S: 3)

Prerequisite: EC 201 or EC 401

This course addresses a variety of topics about labor markets, careers, labor-market policy, and family behavior. A sampling of issues explored: earnings prospects of baby-boomers, the “superstar” phenomenon in the labor market, how school affects workers, immigration policy, protectionism, discrimination, women in the labor market, life-cycle patterns in careers and earnings, motives for private transfers among family members, the economic value of human life, and health and safety policy. *Donald Cox*

EC 350 Economics of Medical Care (S: 3)

Prerequisite: EC 131 or 132

Health care offers an interesting topic for economic study: it is important in its effects on consumers, expensive to buy, difficult to evaluate using standard productivity concepts and subject to an often heated political debate concerning such

questions as fairness in access, legal liability and the incidence of costs.

This course applies microeconomic analysis to the health care delivery and consumption in the U.S. It has the following objectives: 1) to increase your understanding of microeconomic theory, in particular as it applies to real world problems; 2) to provide you with a good knowledge of the economic aspects and institutions of health care in the U.S.; and 3) to offer you practice in the tailoring of general models to fit particular markets and in the synthesis of empirical information and research reports.

Jaana Muurinen

EC 353 Industrial Organization-Competition and Antitrust (F, S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

Frank Gollop

EC 354 Industrial Organization-Public Regulation (S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of sources of market failure which lead to direct governmental regulation. The pitfalls of rate-of-return regulation are identified, as are the mechanisms that can be used to introduce marginal cost pricing into a regulated industry. Principles of deregulation are examined through study of a number of industries including telecommunications, airlines, trucking, railroads and electric utilities. The course evaluates particular problems relating to the regulation of occupational health and safety and the use of environmental resources.

Frank Gollop

EC 359 (PO 339) Economics and Politics of the Environment (S: 3)

This course examines environmental issues from the perspectives of both economics and political science. A wide variety of specific environmental issues will be addressed including hazardous waste, air and water pollution control, global climate change, wilderness preservation and land use. For each issue we will analyze both the political and the economic factors that affect environmental policy formation and implementation.

Mark Landy

Stephen Polasky

EC 361 Monetary Theory and Policy (F, S: 3)

Prerequisite: EC 202 or EC 402, or permission of instructor

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks, and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.

Mark Kazarosian

Hossein Kazemi

EC 362 Financial Markets and the Macroeconomy (F: 3)

Prerequisite: EC 201–202 or EC 401–402.

This course focuses on the workings of financial markets and their effects on the U.S. economy. Emphasis is placed on the Treasury and municipal securities markets, mortgage-backed securities, and derivative assets such as futures and options. Macroeconomic topics considered include the “twin deficits”, the savings and loan crisis, and the effects of the Crash of ’87.

Christopher F. Baum

EC 364 Monetary Policy and the Business Cycle (F: 3)

Prerequisite: Macro Policy and Money and Banking

The course is designed to give the student an understanding of the complexity of monetary policy decision-making. Four types of complexities will be addressed: 1) the balance to be struck between the competing objectives of employment and price stability; 2) the uncertain relationships between the tools of policy, interest rates and the money supply, and the nominal GNP; 3) the uncertainties with respect to the strength of the economy; and 4) operational uncertainties in controlling monetary aggregates.

Frank Morris

EC 365 Public Finance (S: 3)

Prerequisite: EC 201 or EC 401 or permission of instructor

An analysis of the microeconomic problems of the public sector in a market economy including: the proper scope of the public sector; decision rules for government expenditures; practical problems of cost-benefit analysis; criteria for a good tax system and the economic effects of taxes. The course stresses current U.S. problems.

Richard Arnott

EC 368 Economics of Gender and Race (F: 3)

Prerequisite: EC 131–132

This course applies economic analysis to the study of gender- or race-based differences in economic roles and rewards.

It presents several alternative explanations for these differences and compares their predictions with empirical evidence. Both explanations based on discrimination and nondiscriminatory models are considered. Public policies, such as affirmative action, are also discussed and assessed. A sample of the topics of the course: sexual division of labor, quotas as affirmative action, segregation in housing markets.

Jaana Muurinen

EC 371 International Trade (S: 3)

Prerequisite: EC 201 or EC 401 or permission of the instructor

An analysis of the foundations of trade and the principle of comparative advantage, leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as, economic warfare, control of international factor movements, and interaction of trade and economic development.

James Anderson

EC 372 International Finance (F: 3)

Prerequisite: EC 202 or EC 402 or permission of instructor

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy.

Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

Hossein Kazemi

EC 375 Economic Development (S: 3)

Prerequisite: EC 201 or EC 401 or permission of instructor

This course deals with countries at an early stage of their economic development (also known as Third-World countries), including a survey of their social characteristics, the identification of factors responsible for their underdevelopment, and a critical review of public policies capable of fostering economic growth and achieving other social objectives.

Atneya Chakroborty

EC 380 Capital Theory and Finance (F, S: 3)

Prerequisite: EC 201 or EC 401 and EC 151 or EC 157, or permission of instructor

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment.

Harold Petersen

EC 394 Urban Economics (F: 3)

Prerequisite: EC 201 or EC 401, or permission of instructor.

This course deals with the economy of cities. The subjects treated are location and land use, urban transportation, housing, and local taxation and provision of public services. While the emphasis of the lectures will be on theory, there will be some discussion of public policy. Also, all students must write a field essay which entails applying urban economic theory to some aspect of the Boston urban scene.

Richard Arnott

EC 395 Real Estate Finance (F: 3)

Prerequisite: EC 201 and EC 202

This course applies the standard tools of financial analysis and economics to issues in real estate finance. Topics to be covered include an analysis of mortgage creating institutions, fixed-rate mortgages, alternative mortgage instruments (ARMs, PLAMs, GPMs, etc.), secondary mortgage markets, and the securitization of mortgages.

Joe Peek

EC 401 Microeconomic Theory Honors Level (F: 3)

Prerequisite: EC 131 and Calculus

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Donald Cox

EC 402 Macroeconomic Theory Honors Level (S: 3)

Prerequisite: EC 132

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Robert Murphy

EC 403–496 Departmental Seminar Series (F, S: 3)

Each semester the Department will offer up to five small seminar style courses in economic theory or policy, limited to 15 students each. The

seminars are intended to create possibilities for student-student and student-faculty interaction that do not exist in the larger EC 300 electives. Honors candidates must choose at least three seminars among their ten courses, but the seminars are open to non-Honors students as well. Any major with a solid record in Principles and the Theory courses is encouraged to participate.

EC 428 Econometrics (F, S: 3)

Prerequisite: Calculus, and EC 151 or EC 157 or its equivalent

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

The Department

EC 446 Seminar: Advanced Topics in Micro Economics (S: 3)

Prerequisite: EC 201 and EC 202, calculus and statistics.

This course will survey an assortment of topics that have stimulated a lot of interest in the economics profession in recent years. Course material will be drawn from the economics of information, game theory, and theories of economic growth. Students will be required to research a narrow economic question. *Donald Cox*

EC 454 Seminar: Economics of Regulation (F: 3)

Prerequisite: EC 201 or EC 401

A more intensive form of EC 354. This course covers critical concepts presented in EC 354 and then expands to cover additional regulatory policy issues. The professor works with each student to develop a research paper using intermediate micro theory to evaluate a regulatory policy of interest to the student. *Frank Gollop*

EC 456 Seminar: Topics in Natural Resources (F: 3)

Prerequisite: EC 201 or EC 401

The seminar will consider theoretical and policy issues in environmental and resource economics. Topics include an analysis of design and implementation of efficient policies of pollution control, and an analysis of the optimal use of exhaustible natural resource stocks, such as oil and natural gas. Students will prepare and present a research project applying economic theory to an environmental or resource issue of their choosing. *Stephen Polasky*

EC 484 Seminar: Applied Micro Theory (S: 3)

Prerequisite: EC 201 and calculus, or EC 401.

This course will treat two topics—the economics of uncertainty and insurance, and the theory of the second best (the theory of public policy in the presence of distortions). The theory will be developed and then applied to current issues in public policy such as the design of tax systems, and of unemployment insurance, automobile accident insurance, and health insurance programs, as well as public utility and urban transportation policy. *Richard Arnott*

EC 497 Senior Honors Research (F: 3)

EC 498 Senior Honors Thesis (S: 3)

Required of all seniors seeking a degree with Honors in Economics. *Robert Murphy*

EC 600–601 Scholar of the College (F: 3–S: 3)

Other courses offered regularly, although not in 1992–93, include:

EC 337 Women in the American Economy
EC 339 Welfare Economics
EC 344 Poverty and Discrimination
EC 356 Environmental and Natural Resource Economics
EC 357 Political Economy I
EC 358 Political Economy II
EC 391 Transportation Economics
EC 398 Comparative Economic Systems
EC 399 Economies in Transition
EC 403 Seminar: Topics in Micro Theory
EC 404 Seminar: Economic Stabilization
EC 433 Seminar: History of Economic Thought
EC 455 Seminar: Antitrust Policy
EC 461 Seminar: Topics in Monetary Policy
EC 462 Seminar: Topics in Macro Policy
EC 463 Seminar: Micro Public Policy
EC 464 Seminar: Topics in Macro Theory
EC 466 Seminar: Topics in Taxation
EC 468 Seminar: Topics in Economic Development
EC 471 Seminar: Topics in International Trade
EC 472 Seminar: Topics in International Finance
EC 480 Seminar: Topics in Financial Markets
EC 482 Seminar: Topics in Capital Markets
EC 486 Seminar: Topics in Poverty and Discrimination
EC 493 Seminar: Topics in State and Local Public Finance

ENGLISH

FACULTY

P. Albert Duhamel, *Professor Emeritus*; B.A., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

John J. Fitzgerald, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

Daniel McCue, Jr., *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Columbia University

John H. Randall, III, *Associate Professor Emeritus*; A.B., Columbia University; A.M. University of California at Berkeley; Ph.D., University of Minnesota

Joseph McCafferty, *Assistant Professor Emeritus*; A.B., A.M., Boston College

Joseph A. Appleyard, S.J., *Professor*; A.B., Boston College; Ph.D., Harvard University

J. Robert Barth, S.J., *Professor*; Ph.D., Harvard University

Rosemarie Bodenheimer, *Professor*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Leonard R. Casper, *Professor*; A.B., A.M., Ph.D., University of Wisconsin

Adele M. Dalsimer, *Professor*; A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Richard E. Hughes, *Professor*; A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

John L. Mahoney, *Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

John J. McAleer, *Professor*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard J. Schrader, *Professor*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor, Chairperson of the Department*; A.B., Duquesne University; Ph.D., Indiana University

Henry A. Blackwell, *Associate Professor*; A.B., Morgan State College; M.A., Ph.D., University of Chicago

Robert L. Chibka, *Associate Professor*; B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University

Mary Thomas Crane, *Associate Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Paul C. Doherty, *Associate Professor*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Carol Hurd Green, *Adjunct Associate Professor*; B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University

Dayton Haskin, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Joseph A. Longo, *Associate Professor*; B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor*; A.B., Harvard University; A.M., Ph.D., Yale University

Robert E. Reiter, *Associate Professor*; A.B., St. Bonaventure University; Ph.D., University of Michigan

Frances L. Restuccia, *Associate Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Associate Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Cecil F. Tate, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Emory University

Andrew J. Von Hendy, *Associate Professor*; A.B., Niagara University; A.M., Ph.D., Cornell University

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

William Youngren, *Associate Professor*; A.B., Amherst College; A.M., Ph.D., Harvard University

Raymond G. Biggar, *Assistant Professor*; A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Anne Fleche, *Assistant Professor*; B.A., State University at Buffalo; M.A., Ph.D., Rutgers State University

Suzanne M. Matson, *Assistant Professor*; B.A., Portland State University; M.A., Ph.D., University of Washington

Philip T. O'Leary, *Assistant Professor*; A.B., Holy Cross; Ph.D., Harvard University

Jennifer A. Sharpe, *Assistant Professor*; B.A., Ph.D., University of Texas at Austin

Francis W. Sweeney, S.J., *Assistant Professor*; A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Laura Tanner, *Assistant Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

PROGRAM DESCRIPTION

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education which still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations intellectual, aesthetic, psychological, political and social, historical, moral and religious. The study of literature is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. And the tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

Since the English major at Boston College prepares students not only for careers in high school and college and university teaching, but also in a variety of other professions (law, business, journalism, communications, etc.) our requirements have a special focus and emphasis.

The Department major envisions students who can work critically and sensitively with texts in poetry and prose, who develop greater sophistication in making and articulating judgments about literature, who become familiar with some of the major developments in the history of British and American literature, and who, in both lecture courses and seminars, pursue in greater depth special areas or major writers within that literature as well as further refinement of both expository and creative writing skills.

The goal of the major, if it can be described briefly, is to provide undergraduate students in a liberal arts college with a strengthened ability to read with care, to write with clarity and grace, to judge with an awareness of various critical methodologies. The major also seeks to provide as full a sense as possible of the range and variety of the literary tradition especially British and American and of key figures within that tradition.

Core

The Core requirement in English, six credit hours, is fulfilled by taking two semesters of *Critical Reading and Writing*: EN 021–022, one semester of *Core English Seminar*: EN 023–030, 033–036 or two semesters of UN 104–107, Modernism and the Arts.

Requirements for a Major

1. Students normally begin an English major in their sophomore year, after having had two semesters of the Core course or its equivalent. In addition to the two Core courses, students must take ten courses from the Department's offerings. These must include the following required courses: EN 131: *Studies in Poetry* and then EN 132: *Practice of Criticism*. These courses are normally taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

2. Also required are three other courses which must include:

- 1 course in pre-1700 English or American literature
- 2 courses in pre-1900 English or American literature
- Courses satisfying the pre-1700 requirement are: EN 110, 151, 161, 162, 170, 171, 228, 258, 297, 300, 326, 329, 331, 340, 526, 529 and 699.
- Courses satisfying the pre-1900 requirement are the above courses plus: EN 141, 142, 152, 163, 164, 260, 276, 278, 301, 311, 318, 364, 398, 410, 462, 500, 533, 540, and 596.

These courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take Major American Writers I as a foundation for later courses.

Other courses may be useful, particularly in the sophomore year, to fill in students' knowledge of the background out of which English and American literature developed: Chaucer to Spenser, Donne to Dryden, Pope to Keats, Tennyson to Eliot and the Major American Writers sequence. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have a great many options from among the thirty or so electives the Department offers each semester in English and American literature, in Irish studies, in writing, in the different genres, and in particular themes. By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the Department will offer seminars, to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the Chairperson and the student's Department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Students majoring in other subjects have always been welcome in English courses, for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing. Course descriptions, particularly the more detailed ones in the CoRSS booklet are useful sources of information for such students.

Irish Studies Program

Irish Studies offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and



economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include: a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries, a study tour of Ireland, a one-semester course culminating in three weeks of field study in Ireland.

Irish Studies offers a junior-year Irish Studies Program at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Foreign Study Office or see Professors Dalsimer and O'Neill of the English and History Departments.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the School of Education during the first semester in sophomore year.

University of Nijmegen Student Exchange

The English Departments of Boston College and the University of Nijmegen in the Netherlands exchange one student each year. Usually a junior English major goes to Nijmegen, and a graduate student comes here. Tuition is waived for both students. Nijmegen is a city of some 150,000 inhabitants located on the Rhine near the German border, and the university has 16,000 students, about 350–400 in the English Department. The Boston College student may attend both undergraduate and graduate courses. All teaching in the department is done in English, and outside the English Department, faculty and students usually have a fair knowledge of English. Interested students should apply to the Nijmegen Committee, c/o English Department, Carney Hall 449 by March 20.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis. Honors students are also encouraged to take at least one of the Department seminars. For details, see the Chairperson.

COURSE OFFERINGS

EN 021–022 Critical Reading and Writing (F: 3–S: 3)

A two-semester course designed to train students in the reading, analysis, and understanding of literature and in the writing of expository and persuasive prose. The literature includes significant works of drama, prose fiction, essay, and poetry. Regular writing assignments, carefully examined and discussed, are an important part of the course. EN 021–022 fulfills the Core requirement in English.

The Department

EN 023–030, 033–036 Core English Seminar (F: 6)

A double-credit one-semester course designed to provide students with an opportunity for intensive work on improving their writing. Along with a rigorous program of readings, discussions, and class presentations, students engage in continuous writing and rewriting throughout the semester with the goal of creating effective, convincing, graceful prose compositions. Written work receives individual attention both in the seminar and in weekly conferences with the instructor. Since a single semester of this course satisfies the English Core requirement, it is intended to be as challenging as two semesters of Critical Reading and Writing. Classes are approximately half the size of Critical Reading and Writing sections.

EN 023 Core English Seminar I (F: 6) *Hilda Carey*

EN 024 Core English Seminar II (F: 6)

Eileen Donovan

EN 025 Core English Seminar III (F: 6)

Philip O'Leary

EN 026 Core English Seminar IV (F: 6)

Hilda Carey

EN 027 Core English Seminar V (F: 6) *Ellen Castle*

EN 028 Core English Seminar VI (F: 6)

Connie Griffin

EN 029 Core English Seminar VII (F: 6)

George O'Hara

EN 030 Core English Seminar VIII (F: 6)

Dacia Gentilella

EN 033 Core English Seminar IX (F: 6)

Dorothy Miller

EN 034 Core English Seminar X (F: 6) *Betty Green*

EN 035 Core English Seminar XI (F: 6) *Lad Tobin*

EN 036 Core English Seminar XII (F: 6)

Ethan Lewis

EN 031 Advanced Placement English (F: 3)

A one-semester course designed exclusively for students who have done advanced placement work in high school. While class meetings are devoted to the analysis of a range of literary texts (drama, fiction, and poetry) by major authors, critical writing is also an important component of the course. Open only to AP students (who score 4 or 5 on the AP test) and to other advanced students. This course does *not* fulfill the Core requirement.

Christopher Wilson

EN 041–042 English for Foreign Students:

Intermediate (F: 3–S: 3)

This course is designed to enable Boston College students and personnel whose native language is not English to acquire the fluency and skill in English speaking, listening, writing and reading necessary to function satisfactorily academically and socially in the Boston College community.

It is intended for Intermediate students only, *not* for beginning students.

During the fall semester, the emphasis is on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

EN 041–042 is a credit course for undergraduates; but it does *not* fulfill the Core require-

ment in English. It is a non-credit course for graduate students, staff, faculty spouses, etc.

EN 043–044 English for Foreign Students: Advanced (F: 3–S: 3)

This course is designed to fulfill the Core requirement in English for students whose native language is not English. It is *not* intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in EN 021–022.

Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically will include the short story and novel the first semester, and drama and poetry the second.

The Department

EN 097–098 (SL 067–068) Continuing Modern Irish I, II (F: 3–S: 3)

A continuing course in modern Irish for those with a basic prior knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in all genres. The primary focus of the course will be on the Irish of Conamara, (County Galway), but other dialects will be studied as well, and some attention will be given to reading texts in the older Gaelic type in use through the 1940s.

Philip O'Leary

UN 104–107 Perspectives II, Modernism and the Arts (F: 6–S: 6)

A full-year course in the literature, music, and visual arts, usually connected with the term "modernism." The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second term to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will be at least one week on jazz. The visual arts segment will emphasize not only painting, but also sculpture and architecture. This course counts towards the English and Philosophy Core, or towards the Philosophy major, but *not* the English major.

The Department

EN 110 Classical and Biblical Backgrounds in English Literature (F: 3)

A course designed to acquaint students with the classical and biblical works which form the background of so much English literature—Homer's *Iliad* and *Odyssey*, Virgil's *Aeneid*, the Greek dramas, and some of the principal books of the Bible including Genesis, Job, the Psalms, and the Song of Solomon.

Dayton Haskin

EN 125 (PS 125) (SC 225) Introduction to Feminism (F, S: 3)

Introduction to Feminism is an interdisciplinary course in which students explore the theory and practice of feminism in all its diversity. The readings are selected from history, sociology, psychology, theology, and literature. The course combines collective learning—small seminar groups—with periodic lectures by Women's Studies faculty.

Lorraine Liscio

EN 131 Studies in Poetry (F, S: 3)

Close reading of poetry, developing the student's ability to ask questions which open poems to

analysis, and to write lucid interpretative papers.
The Department

EN 132 Practice of Criticism (F, S: 3)

This course is designed for English majors who have completed Studies in Poetry. It is meant to promote intelligent writing about literary texts, embracing a variety of genres (fiction, drama, and poetry). While its concerns will include the sharpening of editorial skills and the development of techniques for research, its principal aim will be encouraging the sort of independent thinking that characterizes effective criticism in all its varieties. Limited enrollment.
The Department

Major American Writers

Major American Writers I, II, and III follow the development of American literature from 1620 to the present. MAW I deals with American literature up to 1865; MAW II with American literature from 1865 to 1914; MAW III with American literature from 1914 to the present. Students need not take these courses in chronological order.

EN 141 Major American Writers I (F, S: 3)

*Paul Lewis
James Wallace*

EN 142 Major American Writers II (F, S: 3)

*Nancy Boisvert
Richard Schrader
Cecil Tate
Christopher Wilson*

EN 143 Major American Writers III (F, S: 3)

*Leonard Casper
Laura Tanner*

EN 151 Survey of English Literature I (F: 3)

This course is designed not only for English majors, but for those general students majoring in Business, Science, History, Political Science, Social Studies and Education who may like good reading and who wish to expand their cultural horizons by following the main traditions of English Literature from its genesis through the 17th century (EN 152 will continue this survey). Designed to touch upon such issues as the history of ideas, the continuity/change in genres, new literary directions, etc. The semester's work will concentrate upon medieval romance, medieval drama, Chaucer, Renaissance drama, Renaissance poetry and prose, Shakespeare, and Milton. The course is to be of an "informational" type—to provide names, dates, literary forms and the like in their chronological sequence. *John Fitzgerald*

EN 152 Survey of English Literature II (F: 3)

This course is designed not only for English majors but for those general students majoring in Business, Science, History, Political Science, Social Studies and Education who may like good reading and who wish to expand their cultural horizons by following the more proximate traditions of English Literature from Cromwell's murder of Charles I in the Seventeenth Century to T. S. Eliot's *Murder in the Cathedral*. It is designed to touch upon such issues as the history of ideas, the continuity/change in genres, new literary directions, etc. The semester's work will concentrate on the political and social satire of the period of the seventeenth and early eighteenth century; Rationalism and the Age of Johnson;

Wordsworth and the other major Romantic Poets; the chief figures in the Victorian Movement, and the new world of literature and criticism beginning after World War I. The course is to be of an "informational" type—to provide names, periods, literary forms and the like in their chronological sequence. (It is probable that many students will have at some time or another and in some course or another have read some of the authors and works cited during this course.)

John Fitzgerald

EN 161 Chaucer to Spenser (F, S: 3)

*Raymond Biggar
Mary Crane*

EN 162 Donne to Dryden (F, S: 3)

*Dayton Haskin
Richard Wollman*

EN 163 Pope to Keats (F, S: 3)

*Daniel McCue
Alan Richardson*

EN 164 Tennyson to Eliot (F, S: 3)

*John McCarthy
Dennis Taylor*

Undergraduate Electives

EN 170 Introduction to Shakespeare I (F: 3)

The dramatist's world and art as reflected in his major histories and comedies. *P. Albert Dubamel*

EN 171 Introduction to Shakespeare II (S: 3)

The dramatist's world and art as reflected in his major tragedies. *P. Albert Dubamel*

EN 237 (ED 140) Studies in Children's Literature (F: 3-S: 3)

This is a one-semester course that will cover some of the major texts in children's literature. The reading will vary from one semester to another, with each offering of the course. It will, however, always include some classic authors (Grimm Brothers, Perrault, E. B. White, Disney, Viorst, Wilde, Thurber, etc.). In addition, we will explore the various issues (censorship, sexism, racism) that arise in any study of children's literature.

Bonnie Rudner

EN 228 17th-Century Metaphysical Poets (F: 3)

Close studies of the works of Greville, Donne, Jonson, Herbert, and Marvell after some background on Petrarch, Wyatt, Surrey, and Spenser. In the 18th century, Dr. Johnson disparaged these poets, while T. S. Eliot, in the 20th century, almost single-handedly revived them. This raises questions about literary taste—why we like the poetry or not—and about the different cultural reasons behind particular kinds of language. We will attempt to define what a metaphysical conceit is and posit reasons for why it disappeared so quickly from poetic practice. *Richard Wollman*

EN 258 Chaucer: The Canterbury Tales (S: 3)

A close and critical reading of most of Chaucer's *Canterbury's Tales*, exploring his innovative exploitation of genre and other expectations to create an unsimplistic, humane view of the human comedy. A variety of critical approaches to the work will be considered. We shall also read Chaucer's *Troilus and Criseyde* for purposes of comparison. No previous knowledge of Middle English language or literature is assumed. A cheerful openness to the delights and quirks of Chaucer's Middle English is helpful. *Raymond Biggar*

EN 260 Jane Austen and the Feminist Enlightenment (F: 3)

Mercenary marriage, patriarchy, the imperatives of propriety, accomplishments, the male entail, female consciousness, female friendship, the ambience of equality, the demystification of the male, the transforming wife, feminist affirmation, and women's duty to women as perceived in the Age of the Regency in the novels of Jane Austen. *John McAleer*

EN 261 Faulkner and Warren (F: 3)

A close study of some of the major works of William Faulkner and Robert Penn Warren. Among those to be read will be Faulkner's *The Sound and the Fury* and *Absalom, Absalom* and Warren's *All the King's Men*, *Brotber to Dragons*, and *World Enough and Time*. *Cecil Tate*

EN 276 The Family Novel (S: 3)

A study of the family novel tradition in England from the late 19th through the early 20th centuries. Likely novels include Austen's *Mansfield Park*, Dickens' *Dombey and Son*, Butler's *The Way of All Flesh*, Gosse's *Father and Son*, Galsworthy's *The Man of Property*, Lawrence's *Sons and Lovers*. Traditional literary criticism of these books will be combined with the insights available from modern family systems theory. *Dennis Taylor*

EN 277 Understanding Canadian Identities (S: 3)

A study of contemporary Canadian literature written in, or translated into, English. This course will consider the underlying psychology of a "colonized" nation anxious for a multicultural consciousness. Addressed in the readings are questions surrounding regional, national and international identities, as well as issues of sex and race. Among those studied are Margaret Atwood, Robertson Davies, Northrop Frye, Alice Munro, Gabrielle Roy and selections from Inuit and Native writers. *Linda Revie*

EN 278 Stage Comedy in the Georgian Age (S: 3)

The drama of Goldsmith, Sheridan, Garrick, Inchbald, Foote, Murphy, Colman, and Morton, a genre anchored on class differences, perceived as the under structure of the Georgian novel of manners. *John McAleer*

EN 297 The Symbolic Pilgrimage (F: 3)

The motif of the *journey of pilgrimage*, with all its spiritual and psychological overtones, is one of the oldest and most important archetypes in literature.

In this course, we will consider those overtones, and study representative works involving that symbolic pilgrimage: the Books of Genesis and Exodus, Homer's *Odyssey*, "Inferno" from Dante's *Divine Comedy*, *Sir Gawain and the Green Knight*, Book I of Spenser's *Faerie Queene*, John Bunyan's *Pilgrim's Progress*, Henry Fielding's *Joseph Andrews*, and James Dickey's *Deliverance*. Selected writings of the late scholar-mythographer Joseph Campbell will be a *vade mecum*. This is a reading-intensive course, and students should be mindful of the work-load before venturing forth. *Richard Hughes*

EN 300 Tragic Themes of Western Literature (F: 3)

An examination of selected tragedies in the Western literary tradition. We will read Aristotle's *Poetics*, Sophocles' *Oedipus Rex*, *Tristan and Isolde*,

Shakespeare's *Macbeth*, and Lowry's *Under the Volcano*.
Joseph Longo

EN 301 British Novels of the Eighteenth Century (F: 3)

This course explores the origins and early development of what has become the dominant modern literary form: the novel. We consider such issues as the "novelty" of the genre and its ties to previous forms of discourse, tensions between historical/social "realism" and imaginative artifice, interactions of moral and aesthetic values, and relations between psychology and narrative strategy. Our texts are major works from the first century of British novels, by such authors as Behn, DeFoe, Richardson, Fielding, Sterne, Radcliffe, and Austen.
Robert Chibka

EN 309 James Joyce (F: 3)

The life, times, and works, of James Joyce. Readings: *Dubliners*, *Exiles*, *A Portrait of the Artist as a Young Man*, *Ulysses*.
Adele Dalsimer

EN 311 Dostoevsky (S: 3)

The course will concentrate on the four major novels (in translation) of Fyodor Dostoevsky (1821–1881): *Crime and Punishment*, *The Idiot*, *The Devils*, and *The Brothers Karamazov*. The focus of the course, while essentially literary/critical, will take into account the historical, religious, and political contexts of the novels.
Richard Hughes

EN 318 19th-Century American Poetry (F: 3)

This course places the indisputably great American poets of the century, Poe, Whitman, and Dickinson, in the larger cultural contexts of the genteel tradition, women poets, and experimental verse. Other authors include William Cullen Bryant, Henry Wadsworth Longfellow, Emerson, Jones Very, Melville, Julia Ward Howe, Alice Cary, Sydney Lanier, Frances Harper, and Stephen Crane.
James Wallace

EN 322 Modern Arthurian Literature (S: 3)

The course will survey a number of modern works connected with the "Matter of Britain," the stories of King Arthur and his knights. The authors include Malory, Tennyson, Twain, Edwin Arlington Robinson, T. H. White, Charles Williams, C. S. Lewis, and Mary Stewart.
Richard Schrader

EN 326 Shakespeare I (F: 3)

A study of selected plays from the canon. The course will trace the development of Shakespeare and Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as "philosopher" (the history of ideas) and "dramatist" (Renaissance theatrical conventions). The plays selected for intensive analysis are *Love's Labour's Lost*, *A Midsummer Night's Dream*, *The Tempest*, *Richard II*, and the first part of *Henry IV*.
Joseph Longo

EN 329 Shakespeare II: The Major Tragedies (S: 3)

A study of the major canon from 1600–1610. The focus will be Shakespeare's examination of tragedy—its protagonist, experience, ideas, etc.—and the probability of its resolution. The approach will be through an awareness of Shakespeare as "philosopher" (the history of ideas) and "dramatist" (Renaissance theatrical conventions). The plays selected for close analysis will be *Hamlet*,

King Lear, *Macbeth*, and *Antony and Cleopatra*. The course is designed to offer the student of Shakespeare an introduction to the man and his milieu, with primary emphasis given to the plays rather than the general background.
Joseph Longo

EN 331 Courtly Love Tradition (S: 3)

A historical survey of English and continental love literature from Andreas Capellanus to Shakespeare. The course will attempt to assess the significance of the tradition and to apply its chief characteristics to a reading of Chaucer's *Troilus* and to Shakespeare's *Romeo and Juliet*.
Joseph Longo

EN 340 Milton (S: 3)

This course will focus on Milton's poetic career, with particular attention to those autobiographical moments in the early poems, in some of the major prose, and in *Paradise Lost* and *Samson Agonistes* in order to attempt to define the poet's idea of authorship.
Richard Wollman

EN 347 Modern European Novel (S: 3)

The course will focus on selected works of four major writers of the early modern period: Dostoevsky, Proust, Kafka and Mann.
Andrew Von Hendy

EN 352 Women in the Avant-Garde (S: 3)

The avant-garde is often perceived as a predominantly male domain, its female practitioners reduced to companion or Muse, or socially marginalized by race, sexual preference or "madness." We will examine this phenomenon of exclusion in the male avant-garde, but our main focus will be on a selection of avant-garde works by women in poetry, prose narrative, critical manifesto, painting and performance art.
Robin Lydenberg

EN 364 19th-Century British Fiction (S: 3)

Close study of major novels by Jane Austen, Charles Dickens, Charlotte Brontë, George Eliot, and Thomas Hardy, with an emphasis on the social vision implicit in the narrative structure.
Rosemarie Bodenheimer

EN 370 World, Church and Novel (S: 3)

What happens in the mind of the individual when the structures of Catholic faith confront the demands of adult living in the world? Is the novel itself, with its generic commitment to the rich panorama of experimental detail, somehow inevitably "on the side of" the world in this conflict? How have novelists imagined the lives and conflicts of Catholics, men and women, lay and cleric, English and American, over the generations? The course will take up these and other questions, as they arise in important literary works: we will begin by examining Chaucer's classic figure, the Wife of Bath. Other works will include Mary Ward's *Helbeck of Banisdale*, Joyce's *A Portrait of the Artist as a Young Man*, Hemingway's *The Sun Also Rises*, Greene's *The Heart of the Matter*, Gordon's *The Company of Women*, and Robert Stone's *A Flag for Sunrise*. The class will also see and discuss some films depicting Hollywood's treatment of Catholic life.
Judith Wilt

EN 377 Caribbean Women Writers (S: 3)

This is an advanced level course on twentieth-century women writers from the English speaking Caribbean, although it will presume no prior

knowledge of the authors. We will examine the issues of race, ethnicity and slave history, specifically as they are bound up with expressions of a female identity. We will begin with Louise Bennett (Jamaica), whose collection of poems, *Dialect Verse* (1942), first established a distinctive women's voice within Caribbean literature. Other writers will include Jean Rhys (Dominica), Jamaica Kincaid (Antigua), Olive Senior (Jamaica), Michelle Cliff (Jamaica).
Jennifer Sharpe

EN 378 Third World Literature (F: 3)

This course is an introduction to the writings of those people formerly colonized by European nations. We will be looking at works that combine European with indigenous aesthetic forms to produce new and vital literary tradition. Since a comprehensive study of the enormously diversified literatures of the so-called Third World is an impossible task, we will read contemporary fiction selected from four geographical regions: South Asia, sub-Saharan Africa, the West Indies and Latin America.
Jennifer Sharpe

EN 382 Varieties of Shorter Fiction (S: 3)

Stories and air have this in common: we can scarcely open our mouths without using them. Narrative constructs our understandings of ourselves, one another, and the world we live in. This course explores some of the appeals, rewards, dangers, and logistics of narrative fiction, using the short story as a manageable focus that allows us to encounter a large number of diverse examples in a limited time. Studying a wide range of nineteenth- and twentieth-century short fiction, we will examine in detail how specific texts work and approach larger formal and theoretical questions about how stories function for both tellers and audiences. I am particularly interested in addressing issues of narrative strategy and tone; psychological relations among authors, narrators, characters, and readers; and how writers make use of readers' assumptions, expectations and desires. Students should expect to read many stories with care and intensity, engage eagerly in class discussions, take regular quizzes and exams, and do a fair amount of writing about the fiction we read.
Robert Chibka

EN 395 Bildungsroman (F: 3)

The classic bildungsroman traces the intellectual and emotional development of a young man from childhood to maturity: through a process of rejection and discovery he hopes to find his hidden, authentic self. This course will examine seven or eight novels of this kind, works which vary the basic pattern in interesting ways. What sorts of rejections does the young person make? What sorts of discoveries? Is the process altered if the protagonist is a young woman? Does the call to maturity from within or without? What narrative forms seem best suited to examination of these issues?
Kristin Morrison

EN 398 The Poetry of Religious Experience (F: 3)

Close reading and analysis of selected British and American poetry from the Renaissance to the present with a view to exploring ways in which various kinds of religious experience inform—or undermine—the argument, language, and imagery of poetry. The course will begin with selections from the Old and New Testament as a way of raising issues and problems. Donne, Herbert,

Milton, Pope, Wordsworth, Dickinson, Christina Rossetti, Hopkins, Eliot, Frost and Philip Larkin are among the poets to be discussed. The class will also read some of the most important traditional and contemporary theory dealing with questions of religion and literature. *John Mahoney*

EN 410 American Fiction to 1860 (F: 3)

This course follows the development of American fiction from 1790 to 1860 in the work of such writers as Hannah Foster, Charles Brockden Brown, Lydia Maria Child, Edgar Allan Poe, Nathaniel Hawthorne, Fanny Fern, and Herman Melville. *Paul Lewis*

EN 412 Prose Writing (F, S: 3)

A practical course designed to help students sharpen the skills needed in all forms of writing: finding and narrowing a subject, gathering specific information, addressing an audience, and editing to achieve greater clarity and force. Weekly non-fiction papers and weekly conferences. This course is open to majors and non-majors, to all students who want to improve as writers. Limited enrollment. *Barbara Baig*

Eileen Donovan

Connie Griffin

Elizabeth Kirschner

Ethan Lewis

Paul Lewis

Dorothy Miller

Susan Roberts

Bonnie Rudner

Lad Tobin

EN 424 American Realism (S: 3)

An overview of the various realistic idioms employed by Americans to survey, describe, and master the landscape of urban-industrial America from 1865-1920. While the primary writers emphasized will be literary in the conventional sense (Howells, Wharton, Jewett, Crane, Cather, Dreiser), we may also look at photography (Riis, Hine), painting (Eakins, Homer), and other forms of social documentation (e.g., urban journalism, applied psychology). The attempt will be made to root such idioms in their social and historical practice. *Christopher Wilson*

EN 429 Literary Biography (F: 3)

Through journals, memoirs, diaries, letters, and autobiographical accounts one learns how experience, education, reading, heritage, family and friends impinge on the creative mind, as perceived in Austen, Dreiser, Stout, and Hemingway.

John McAleer

EN 430 Literature and Journalism in America (S: 3)

This course will focus on the interaction between "imaginative" literary forms and nonfictional news reporting from the late 19th century to the present. Our main focus will be crime reporting and foreign correspondence (from the Civil War to Vietnam and El Salvador), with forays into the "new" journalism and current news criticism. Authors covered will include Robert Sam Anson, Stephen Crane, Jacob Riis, Joan Didion, Michael Herr, John Reed, and others. *Christopher Wilson*

EN 439 Conquest of the Americas (F: 3)

In the recent movie, *Black Robe*, a young Jesuit missionary manipulates the Algonquins with

whom he is travelling by demonstrating that he can communicate messages silently by means of writing. But his act also helps to persuade the indigenes that he is not a normal human being. The episode epitomizes the European conquest of the Americas in literary terms; that is as the result of a clash between oral and literature cultures. This course is a broad examination of the nature and consequences of this clash throughout the Americas in literary terms; that is, as the result of a clash throughout the Americas. It will begin by considering the differences between oral storytelling and what we're familiar with, proceed through the study of Amerindian mythologies to Western narratives of the conquest and conclude with examples of the incorporation of oral elements within recent fiction by and about indigenous Americans. *Andrew Von Hendy*

EN 449 Fitzgerald and Hemingway (S: 3)

A chronological survey of the works of F. Scott Fitzgerald and Ernest Hemingway, studying both the man and the myth to show how each was victimized by the myth in different ways. *John Randall*

EN 452 Southern Renaissance (F: 3)

A study of selected major works of American writers of the South. Among those to be read will be William Faulkner, Carson McCullers, and Flannery O'Connor. *Cecil Tate*

EN 460 Modern American Short Story (S: 3)

Collections of short stories by American authors of this century. Authors: James Baldwin, Cynthia Ozick, Ernest Hemingway, Flannery O'Connor, John Cheever, Raymond Carver, Andre Dubus, and Alice Munro. *Paul Doherty*

EN 462 19th-Century Children's Literature (S: 3)

In this course we will explore the relations between the traditional fairy tale and the children's book in the 19th century, the "golden age" of children's literature. Concentrating on such authors as Ruskin, Thackeray, MacDonald, Carroll, Wilde, Nesbit, Ingelow, and Rossetti, we will consider the English tradition of fantasy literature for children as a complex cultural phenomenon. Literary analysis of the texts will be accompanied by historical, feminist, psychoanalytical, and anthropological approaches. *Alan Richardson*

EN 469 Plays of O'Neill, Miller, Williams, and Albee (F: 3)

In-depth search for meaning through motif, in major plays by four outstanding American Dramatists. *Leonard Casper*

EN 482 (BK 410) Afro-American Writers (F: 3)

A study of "classic" and non-canonical texts of Afro-American literature. Works by Terry, Wheatly, Dunbar, Toomer, Baldwin, Ellison, Wright, Walker, Morrison, and others will be examined in their own right and in cross-cultural perspective. Short works by Faulkner, O'Connor, Harris and others provide useful comparisons of the Afro-American and American literary traditions. *Henry Blackwell*

EN 483 Contemporary African American Narratives (S: 3)

African American fiction, autobiography and biography since 1975. *Henry Blackwell*

EN 485 Special Projects in African American Cultural Studies (F: 3)

This course provides an opportunity for the promising student to think and read deeply about a subject with dynamic potential. The requirements are the completion of an approved, written project of some complexity and length, constant attendance, three oral reports and a willingness to do research and to discuss it with nine other students. *Henry Blackwell*

EN 486 The Drama of Ethnic Renaissance: Theater and Society in Early Twentieth-Century Dublin and Harlem (S: 3)

The course will examine two cases of "ethnic renaissance" in English-language theater and culture, the Irish dramatic movement of Yeats, Gregory, Synge, and the Fays; and the dramatic wing of the Harlem Renaissance, initiated by Du Bois. Problems to be explored will include the attempt to create an inclusive group identity, the exorcism of negative stage and media images from the dominant culture, the conscious re-writing of historical episodes, the place of dialect and rural folk material in dramas written for urban audiences, the relation of the theaters to political movements, the frequent friction with factions of the audience, and the divisive effect of plays of urban poverty such as O'Casey's *Juno and the Paycock* and Thurman's *Harlem*. Readings will include manifestos and statements of purpose from birth movements, playscripts, reviews, and some biographical and historical material. *Philip O'Leary*

EN 500 (HS 418) Politics and Literature in 18th and 19th Century Ireland (F: 3)

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of this period will be considered in the light of their social and political origins, their subsequent effect on political conceptualization and action. Among the writers to be considered are Swift, Merriman, Maria Edgeworth, William Carlton, Charles Kickham. This course is taught jointly with Professor Kevin O'Neill of the History Department. *Adele Dalsimer/Kevin O'Neill*

EN 502 Abbey Theatre Summer Workshop (Summer: 6)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1. *Philip O'Leary*

EN 507 20th-Century Irish Fiction (S: 3)

A study of both long and short fiction by a variety of important Irish writers (excluding Joyce): John Banville, Samuel Beckett, M. J. Farrell (Molly Keane), Michael McLaverty, Flann O'Brien, Frank O'Connor, William Trevor, and others. *Kristin Morrison*

EN 520 Topics in Contemporary Theory (F: 3)

This is an introductory course designed to familiarize undergraduates with some aspects of critical theory: deconstruction, psychoanalytic criticism, feminism, and cultural criticism. The course will not be organized as a comprehensive survey of these and other critical schools; instead, we will explore several sets of readings clustered around a particular topic.

Robin Lydenberg

EN 526 Shakespeare: Early Plays (F: 3)

In this course we will read a selection of Shakespeare's Elizabethan plays. The syllabus is likely to include plays selected from among his earlier comedies (including *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, and others), histories (including *Richard III*, and others) and tragedies (including *Romeo and Juliet*).

Mary Crane

EN 529 Shakespeare: Later Plays (S: 3)

This course will focus on the later (seventeenth-century) plays of Shakespeare in their cultural context. Plays to be read may include *Twelfth Night*, *Troilus and Cressida*, *Measure for Measure*, *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *Pericles*, *The Winter's Tale*, and *The Tempest*.

Mary Crane

EN 533 British Novels of the Eighteenth Century (F: 3)

This course explores the origins and early development of what has become the dominant modern literary form: the novel. We consider such issues as the "novelty" of the genre and its ties to previous forms of discourse, tensions between historical/social "realism" and imaginative artifice, interactions of moral and aesthetic values, and relations between psychology and narrative strategy. Our texts are major works from the first century of British novels, by such authors as Behn, DeFoe, Richardson, Fielding, Sterne, Radcliffe, and Austen.

Robert Chibka

EN 536 The Modern Irish Short Story (F: 3)

This course will examine the generations of Irish story tellers who since James Joyce have made the short story an art form in the realist tradition. The reading includes selected stories from Liam O'Flaherty, Frank O'Connor, Sean O'Faolain, Elizabeth Bowen, Mary Lavin, Michael McLaverty, Edna O'Brien, and William Trevor.

Margaret Dever

EN 539 Homer, Dante, Joyce (S: 3)

The major books will be *The Odyssey*, *The Divine Comedy*, *Hamlet*; and (in the second half of the semester) *Ulysses*. The course will address questions about the nature of the person, society, and language in the times of each of the authors.

Paul Doherty

EN 540 Romantic Writing (F: 3)

In this course we will ignore the conventional boundaries between genres (as many Romantic writers did themselves) in an effort to forge new connections among a number of early nineteenth-century texts. In addition to poems by Wordsworth, Coleridge, Shelley, and Keats, we will read novels by Wollstonecraft (*Maria*), Hogg (*Private Memoirs and Confessions of a Justified Sinner*), and Mary Shelley (*Frankenstein*), Dorothy Wordsworth's journals and Keats' letters,

DeQuincey's *Confessions of an English Opium Eater* and Lamb's *Essays of Elia*.

Alan Richardson

EN 545 Modern Drama (F, S: 3)

The fall course will examine the "modern" as a new kind of watchfulness: of watching, and of being watched (and watched, watching). Modern writers often saw the drama as a form of liberating experimentation and political revolt. Yet the drama is particularly dependent upon and vulnerable to forms of collective coercion. How can existing authorities be subverted in a formal way that is not betrayed by the containment of form? Writers may include: Ibsen, Stein, Kennedy, Churchill, Chekhov, Brecht, Strindberg, Lorca, Genet, Artaud, Beckett, Williams and O'Neill.

In the spring we will study major trends in British drama since World War II with emphasis on Samuel Beckett.

Anne Fleche

Kristin Morrison

EN 577 Writing Workshop: Poetry (F, S: 3)

In the fall, the course will provide training by practice in the writing of poetry. Class meetings will be mostly group discussions of work submitted by our members, but will be devoted occasionally to technical exercises directed by the instructor. The instructor will also confer with each student at regular intervals about work in progress. A chapbook of ten finished poems will be due at the end of the semester.

The course as taught in the spring is for the dedicated poet as well as the more general student interested in training the eye and the mind through the discipline of verse writing. Students' own poems from both open and directed writing assignments, will become the text for this workshop, in addition to some handouts provided by the instructor for discussion on metrical and free verse technique.

Andrew Von Hendy

Suzanne Matson

EN 579 Writing Workshop: Fiction (F, S: 3)

An intense course in the training of writers of short fiction, directed toward professional markets.

This course provides encouragement, practice, and criticism for students who are seriously interested in writing short (or, possibly, not-so-short) fiction. The workshop format—class discussions of student writing and frequent conferences with the instructor—demands self-motivation and willing participation on the part of students. Students are expected to produce a steady stream of fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome. Emphasis in making choices, inventing voices, and making the story work better. Enrollment limited to 15.

Leonard Casper

Robert Chibka

EN 582 Writing Workshop: Film Script (F: 3)

This film script course uses film adaptation of novels and short stories as a training course for the students' script writing. Double exposure to narrative art and to the craft and art of film allows the student to evaluate both final products and the methods of adaptation. In *The Music Lesson*, *Tess*, *The French Lieutenant's Woman*, and *Sophie's Choice*, how and how effectively were these films adapted?

Much help will be provided by Joy Gould Boyum's *Double Exposure*, plus her evaluations of 16 narrative adaptations—which leaves us choices. Calvin Skaga's *The American Short Story* provides 9 short stories with full or partial film scripts, director interviews, and authoritative reviews—which leaves us choices.

Joseph McCafferty

EN 588 Writing Workshop: Business (F: 3)

In the modern world, effective communication is essential for success. This course teaches you how to plan your writing, how to gather materials, how to put your ideas in order, how to design and employ graphic aids, how to revise and edit your work. The course emphasizes clarity, completeness, conciseness and correctness. Examples and exercises are taken from the business world, but the principles taught are useful for most kinds of writing. This course is not remedial. Limited enrollment.

Daniel McCue, Jr.

EN 590 Literary Boston (S: 3)

The cultural ascendancy of Boston studied in the fiction of James, Howells, Marquand, O'Connor, Martin, Parker, Langton, McDonald, Barnes, Healy, Kelly, Tapply, and Boyer.

John McAleer

EN 591 Scholar of the College Project

By arrangement

The Department

EN 596 The Romantic Movement in England (S: 3)

The development of Romanticism in 19th-century England. The course will focus on the major poetry and literary theory of Wordsworth, Coleridge, Byron, Shelley, and Keats with some consideration of the literary traditions and circles in which they wrote. Students will also read some of the best traditional and contemporary criticism of the poetry.

John Mahoney

EN 599 Undergraduate Reading and Research (F: 3-S: 3)

By arrangement

The Department

EN 603 Seminar in College Teaching: Women's Studies (F, S: 3)

This course is for students who have taken Introduction to Feminism and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss weekly assigned readings—interdisciplinary feminist readings—and with their respective seminar groups in Introduction to Feminism. Permission of Instructor necessary.

Lorraine Liscio

EN 605 Seminar: Women Poets: Plath, Sexton, Rich (S: 3)

The course will focus on three American women poets who came of age in the late 1950s and, in their writing, effected a revolution of sorts for women's poetry. Since writing from a personal, gendered voice and using their own experience as poetic material was an important part of their poetics, one of our primary tasks will be to examine the critical frames we place around "autobiography" and poetry, and relate these to gender and poetic voice. To do this, we will read a variety of texts: the collected poetry of each poet, plus some essays, biographies, letters, and journals.

Suzanne Matson

EN 622 (UN 506) Copstone: Planning for Success and Failure (S: 3)

"Where do we come from? What are we? Where are we going?" (Gauguin) This course is a con-

cluding meditation on the fundamental questions facing students about to graduate. Such questions, about family and career, spiritual journey and citizenship, will be explored in works of literature. Emphasis will be on journal keeping as a lifelong skill, formulating life problems, structuring insights, preparing for success and failure. Students will be asked to select the most significant texts read in their college career. Other works will be chosen from a family novel (*Father and Son*), and family therapy text (*The Family Crucible*), a spiritual journal (*An Interrupted Life*), a novel about marriage and career (*Middlemarch* or *Robert Elsmere*) and about the land (*My Antonia*).

Dennis Taylor

EN 626 American Studies Seminar: American Culture in Contemporary Nonfiction (F: 3)

Since the early 1980s, many analysts agree, the gap between rich and poor, black and white, has only widened. This course will explore the experience within, and between, these two ever-more divergent "societies" within contemporary American culture. In a sense our central concern will be how American culture "talks to itself" across the divide. Our vehicle for this exploration will be reading, and then imitation of, nonfiction writers

Christopher Wilson

EN 627 (UN 513) Capstone: Ways of Knowing (S: 3)

This course will ask what we already know—about ourselves and the times in which we have lived, about the world of ideas, and about the environments we create and inhabit. It will also ask how we know, how our perspectives as members of families and communities, as men and women, as students and workers, and as consumers of culture influence the intellectual and personal choices we make. We will draw primarily on literary and historical texts, but also on architecture, music and film, to work toward a consciousness about the decisions we have made and the choices available to us in the cultures in which we live. Among the texts for the course are John Updike, *Rabbit Run*; Annie Dillard, *An American Childhood*; Anne Moody, *Coming of Age in Mississippi*; Jeff Thielmann, *Volunteer: With the Poor in Peru*; Scott Walker, ed., *Stories from the American Mosaic*.

Carol Hard Green

EN 632 (BK 303) (UN 512) Capstone: The Work of Knowing in African American Life and Art (F: 3)

"I wonder if the world is anchored anywhere?"
(Melville)

"The Way is dying. So what is the Way?" (Olson)

After graduation, one learns—all of a sudden—that what looked like a smooth path to a happy and successful life is often filled with undreamed-of obstacles and complication. Especially in the areas of work, play, love, spirituality and political commitment, we are confronted by a vast muddle of choices and decisions, behind which lurk danger, opportunity, and serious conflicts between what we owe to ourselves and what we owe to others, who are our families, our "center," a "stillpoint" from which to draw strategies and convictions, which have the power to help us to live honorably, meaningfully and deliberately. Our major texts will be the lives of black role models and a daily journal of our own. The course

also requires an interview with a family member or public figure, a trip to a lecture, or a movie or play, and the reading of novels, autobiographies and biographies of black people who have faced our problems.

Henry Blackwell

EN 633 Seminar: American Cross-Cultural Literatures (S: 3)

A seminar in selected titles by American writers of African, Hispanic, Asian, and Native descent.

Leonard Casper

EN 636 Seminar: Women and Film: An Introduction to Film Aesthetics (F: 3)

This course will introduce styles, techniques and directors, silent era to the present, with a focus on women on both sides of the camera. In addition to screenings there will be readings and examinations on film history, technique and theory, plus two papers and a final exam. Directors may include: Eisenstein, Murnau, Renoir, Ford, Hitchcock, Potter, Deren, Rainer.

Anne Fleche

EN 637 Seminar: American Modernism: Writing the Wasteland (F: 3)

This course will explore the narrative and poetic strategies that modern American writers develop to speak the chaos of their fragmented world. How, we will ask, do modern American writers perceive and manipulate the words and forms that are the most basic tools of their trade? How do they respond to the problem of forging a link between language and experience? Texts will include poetry by Eliot, Bogan, Stevens, and Hughes, as well as fiction by Hemingway, Faulkner, Hurston and Wright.

Laura Tanner

EN 660 (SL 360) Teaching English as a Foreign Language (F: 3)

The first part of this course is an overview of theories of foreign language acquisition from the late 19th century to the current scene. The second part examines specific problems in the teaching and learning of English by speakers of other languages: questions, negation, articles, pronouns, preposition, and verb complementation. This course is intended for students interested in the structure of English and for those curious about how adults learn a foreign language, as well as for students with a professional interest in teaching English to non-native speakers. Previous coursework in linguistics or extensive study of foreign languages will be helpful but is not required for enrollment.

Margaret Thomas

EN 699 Old English (S: 3)

A survey of English literature from the beginnings to 1066. The language will be learned while selected prose texts are read; followed by a number of poetic masterpieces such as *Battle of Brunanburh*, *Battle of Maldon*, *Judith*, *Wanderer*, *Seafarer*, *Wife's Lament*. Other poems, including *Beowulf*, may be dealt with partly or wholly in translation.

Richard Schrader

F I N E A R T S

FACULTY

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

John Steczynski, *Professor*; B.F.A., Notre Dame University; M.F.A., Yale University

Josephine von Henneberg, *Professor*; Doctor in Letters, University of Rome

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Jeffery W. Howe, *Associate Professor, Chairperson of the Department*; A.B., Carleton College; Ph.D., Northwestern University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Elizabeth G. Awalt, *Assistant Professor*; B.A., Boston College; M.F.A., University of Pennsylvania

Nancy Netzer, *Assistant Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Reva Wolf, *Assistant Professor*; B.A., Brandeis University; M.A., Ph.D., Institute of Fine Arts, New York University

Andrew Tavarelli, *Visiting Artist and Adjunct Assistant Professor*; B.A., Queens College



PROGRAM DESCRIPTION

The Department offers two majors, one in Art History and another in Studio Art. A wide range of courses in film-making, film history, film criticism and photography is also provided by the Department. Advanced students may participate in the Boston Museum of Fine Arts Seminar Program, which offers art history courses taught by the museum staff. For details, inquire at the Fine Arts Department office.

Art History

The major in Art History offers the interested student an opportunity to develop a knowledge and understanding of the visual environment created by humans in the course of time. The Departmental courses provide both a broad foundation in the humanities and the preparation for further work that can lead to professional careers in art: teaching and research, curatorships, conservation, educational positions in museums and

art centers, occupations as art critic or employment in the art business world such as commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their Department advisors. Students are encouraged to take as many courses as possible in history, literature, philosophy, foreign languages, and other fields related to their specialization. For the Art History major a minimum of 11 courses must be completed in the following way:

1. FA 101–102 Introduction to Art History (2 courses), FA 103–104 Art History Workshop (2 courses) normally to be completed by the end of the sophomore year.
2. Seven additional courses of which four must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least *one* course must be chosen from each of the following periods:
 - Ancient Art
 - Medieval Art
 - Renaissance through Eighteenth Century Art
 - Nineteenth and Twentieth Century Art
3. FA 401 Seminar in Art Historical Research (3 credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed in paragraph 2 above.

Double Majors in the Department must fulfill all requirements for *both* majors.

Studio Art

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below.

(The program is to be worked out in consultation with the department advisor.)

1. FS 101, 102, 103 Foundations of Studio Art (9 credits) Drawing, Painting, Sculpture
2. FA 101–102, Introduction to Art History (6 credits)
3. FS 221, Color
4. Six additional courses with FS numbers. These must include FS 300, Major Course: Juniors and Seniors; the senior project (FS 498), and at least one additional 300 level course. Students must have taken at least 4 semesters of work relating to their senior project prior to the senior year.
5. Portfolio reviews are required in the second semester of the sophomore and junior years.
6. In addition to the required courses, the following are recommended: FA 257–258, Modern Art; FA 355, From Gauguin to Dali; FA 361, Issues in Contemporary Art
7. Summer travel and summer courses are also recommended for enrichment. Consult department advisor.

COURSE OFFERINGS

Art History

FA 101-102 Introduction to Art History (F: 3-S: 3)

The fundamental course for understanding and enjoying the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with ancient Egyptian art through the art of the medieval period in the first semester. This course will examine some

earlier material from an archaeological perspective but its main emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston. (Renaissance through modern art is taught in FA 102 in the spring). This course may be taken for Core credit.

*Pamela Berger
Kenneth Craig
Reva Wolf*

FA 103-104 Art History Workshop (F: 3-S: 3)

The primary objective of this two-semester course is to expose the student to a series of problems in order to understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity. Required for art history majors. No prerequisites.

Aileen Callahan

FA 107 History of Architecture (F: 3)

The evolution of architectural styles in the western world. Consideration will be given to the historical, religious, social, political and structural problems that influenced development of those styles. This course may be taken for Core credit.

The Department

FA 108 Great Art Capitals of Europe (S: 3)

For art historians, art lovers, urbanists and travelers. The course deals with the cities that led the Western world in artistic accomplishments, among them Athens, Rome, Paris, and London. In these cities art styles were born and often reached their finest expression. Emphasis will be placed on the art that is collected in the museums and monuments of each city. The growth of each city will be traced and the historic styles that shaped it defined. This course may be taken for Core credit.

Not open to students who have taken FA 101 or FA 102.

*Pamela Berger
Josephine von Henneberg*

FA 109 Aspects of Art (F, S: 3)

This course will attempt to view Western art in terms of a number of universal considerations. Specific objects will be investigated with regard to such issues as structure, form, color, light, composition and the like. We propose, then, to avoid the usual approach to art as an historical sequence of works and styles and replace this with a method based on concepts. This should result in an alternate means of comparison and evaluation that will prove as valuable as the more traditional modes. This course may be taken for Core credit.

Not open to students who have taken FA 101, FA 102, or FA 108.

The Department

FA 175 Asian Art Survey (F: 3)

A survey of Far Eastern art from ancient times to the present, designed to provide a broad historical and cultural framework. Major monuments, important stylistic trends, and basic terminology and iconography will be emphasized. This course may be taken for Core credit.

Norma Jean Calderwood

FA 181 History of European Film (F: 3)

From a close study of various European films one detects certain patterns which are in retrospect designated as movements. Utilizing a survey ap-

proach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema. Lectures, readings, and discussion will reinforce the multiple viewing of films. This course may be taken for Core credit.

John Michalczyk

FA 182 Documentary Film* (S: 3)

A film is not created in a vacuum, but represents the historical, social, economic and political milieu from which it emanates. The documentary works of the master—Flaherty, Resnais, Ivens, Capra and Riefenstahl—will serve as an indisputable witness to these complex zones in our contemporary culture. *Lab fee: \$55.00*

John Michalczyk

FA 212 (CL 212) Art of the Ancient Mediterranean World (F: 3)

The visual history and arts of the Ancient Mediterranean world will be studied from the rise of civilizations along the Nile, in the Holy Land, and Mesopotamia to the fall of the western Roman Empire, about 480. Cities, sacred areas, palaces, and building for communication, civic services and war will be included, as well as painting, sculpture, jewelry, and coinages.

The fall term will begin with Egypt and Mesopotamia, and will emphasize Greek Art, through Philip and Alexander the Great, to the beginning of the Roman Empire.

The spring term will be devoted to Roman Art in its broadest sense, beginning with the Hellenistic world after Alexander the Great and moving to Etruscan and Greek Italy in the Roman Republic, and then to the Roman Empire. This course may be taken for Core credit.

Cornelius Vermeule

FA 221 Early Medieval Art (F: 3)

This course treats the Early Medieval period in the East and West. The catacombs, the sarcophagi, the illuminated manuscripts, the mosaics and wall paintings will be studied with a view to giving the students a method of approaching individual works of art, a method that should provide them with a language for analyzing and interpreting the art work of various ages. This course may be taken for Core credit.

Pamela Berger

FA 222 Art of the Later Medieval World (S: 3)

This course treats the arts of the Late Byzantine, Romanesque and Gothic periods: architecture, sculpture, mosaics, wall paintings, illuminated manuscripts and stained glass windows will be treated. This course may be taken for Core credit.

Pamela Berger

FA 231 Arts of the Italian Renaissance: Quattrocento (F: 3)

This course will survey developments in art from the fourteenth to the fifteenth century. Painting, sculpture and architecture will be considered, and their developments followed in Florence and other artistic centers in Central and Northern Italy. Artists to be studied will include, among others, Giotto, Masaccio, Donatello, Ghiberti, Brunelleschi, Alberti, Botticelli, and Leonardo. This course may be taken for Core credit.

The Department

FA 232 Northern Renaissance Art (F: 3)

Painting in the Netherlands and Germany in the 15th and 16th centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance Art such as Jan and Hubert van Eyck, Robert Campin, Rogier van der Weyden, Hieronymus Bosch, Pieter Bruegel, Mathias Grunewald and Albrecht Durer. Open without prerequisites. This course may be taken for Core credit.

Kenneth Craig

FA 251 Modern Architecture (S: 3)

The evolution of modern architectural form from the late eighteenth century revival styles to individual architects of the twentieth century such as F.L. Wright, Gropius, Mies van der Rohe, Le Corbusier. This course may be taken for Core credit.

The Department

FA 256 Impressionism and Neo-Impressionism (F, S: 3)

This course focuses on the development of Impressionism and Neo-Impressionism in France, from Monet to van Gogh. After a study of the intellectual and artistic roots of these trends, the style and subject matter of individual artists, and their relation to the social and political history of the time, is considered. In addition, attention is paid to how the interpretation of Impressionism and Neo-Impressionism has evolved since the later nineteenth century.

The Department

FA 257-258 Modern Art: 19th and 20th Centuries (F: 3-S: 3)

An introduction to art in the western world from the late 18th century to the present. The work of some of the major painters and sculptors will be seen in relation to the contemporary cultural and political ferment which helped shape it whilst being shaped by it in turn. The course extends over two semesters; either semester may be taken separately. The fall semester will cover Neoclassicism through Impressionism. Artists studied in the first segment include: David, Goya, Turner, Monet and Rodin. Spring semester begins with Post-Impressionism and ends with contemporary art. Artists covered include: Van Gogh, Matisse, Picasso, Brancusi, Duchamp, Pollock. This course may be taken for Core credit.

*Jeffery W. Howe
Reva Wolf*

FA 264 The Arts in America (S: 3)

The objective of this course is to introduce the student to the social, philosophical and formal currents that have contributed to the art of this century. In a pluralistic society such as ours, a wide variety of styles, ranging from realism to abstraction, have managed to express particular facets of our culture. We will attempt to examine each of these. Beginning with the last generation of the nineteenth century, encompassing such figures as Winslow Homer, Thomas Eakins, and Mary Cassatt, we will trace the evolution of the visual arts in this century up to the present. Somewhat greater emphasis will be given to the work done after World War II, when American artists began to make their most revolutionary statements. Subjects to be considered will include the Ash Can School, Dada, Abstract Expressionism, Pop Art and Post Modernism.

The Department

FA 267 From Solt-Box to Skyscraper: Architecture in America 17th-20th Centuries (F: 3)

This course will trace the development of architecture in America from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston Area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course may be taken for Core credit.

The Department

FA 278 Arts in Japan (S: 3)

Although Japanese art was influenced by Chinese art, it had a distinct character of its own and maintained its originality from the beginning. Whereas Chinese art was one of dignity and seriousness, the Japanese found pleasure in relating art to man and his activities, and a large element of humor is present in their works. Love of nature inspired a fine landscape tradition in their painting. Their strong interest in genre scenes became best known in the West through woodcuts of the Ukiyo-ye school, which had a strong influence in Impressionism. Decorative design is probably their greatest genius, and is not matched by any other culture in the Far East. This is best illustrated by all articles of daily use, where they placed great value on the visual impact of the object at hand. There are no prerequisites for this course. All elements of Japanese art will be studied through slides. There will be visits to the collections of the Museum of Fine Arts.

Norma Jean Calderwood

FA 282 Political Fiction Film (F: 3)

In war and peace, political fiction film has often served as a dramatic means to deliver an ideological message. Using action and suspense, this type of film can entertain while provoking an audience to accept a specific cause. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915), a film accused of promoting racism and glorifying the KKK. During WW II with such popular films as *Casablanca*, Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) has provided a new impetus to the genre by combining thriller elements with a non-conventional political perspective. Features such as *Silkwood*, *Norma Rae* and *All the President's Men* reflect this engaging combination of elements. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

John Michalczyk

FA 286 Nineteenth and Twentieth Century Photographic History (S: 3)

A survey of photographic imagery and technology from 1839 until the present day in France, England and the United States. Beginning with the period from 1839 to turn-of-the century Pictorialism, this course emphasizes trends, themes and major developments, and discusses the cross-influences between photography and painting. The course continues with an overview of the contributions of Pictorialism and will show the evolution from Straight Photography to modern-day photography. The major photographers and developments of art photography will be the

basis for the course, but documentary photography and photojournalism will also be covered. Readings will focus on 20th century photographic criticism. This course may be taken for Core credit.

Deborah Kao

FA 287 Documentary Photography (F: 3)

This course chronicles the history, theory, and social impact of documentary photography from the invention of the medium in 1839 to the present day. The unique mimetic qualities of photography and photomechanical processes revolutionized the use of visual images as tools for documentary persuasion. We will focus on specific documentary projects, such as A.J. Russell's *Great West Illustrated*, Brassai's *The Secret Paris of the 1930s*, and Robert Frank's *The Americans*, as case studies to explicate issues of ideology, patronage, and artistic expression within the documentary mode.

Deborah Kao

FA 296 (HS 249) (RL 294) Italy: Art Literature, History (S: 3)

This is an interdisciplinary course. It will consist of ten two-hour lectures in English, to be followed by an optional three-week field-trip to Italy. The history and culture of two cities—Florence and Rome—will be studied in their general lines with emphasis on the period from ancient Rome to the Baroque era. Lectures will focus on the social context as well as the artistic trends and figures associated with the two cities.

Reva Lamparska

L. Scott van Doren

Josephine von Henneberg

FA 311 Greek Art and Archeology (S: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects, and exhibiting an ever changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles. Archeological material will be covered primarily in relation to the major artistic monuments.

Kenneth Craig

FA 314 Art and Archeology of Ancient Egypt and the Ancient Near East (F: 3)

This course will examine two of the world's oldest civilizations. The course will concentrate on the architecture, sculpture and painting of Egypt and of the cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While we will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding of the period. Some related problems to be treated in this class: the invention of writing; the place of the Hittites; international relations in late bronze age.

Kenneth Craig

FA 327 (HS 314) Early Medieval Art in Ireland (F: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to ninth century, on understanding works of art in their historical con-

texts, and on their sources in the Celtic, Germanic and Mediterranean worlds. *Nancy Netzer*

FA 332 The Age of Leonardo, Michelangelo and Raphael (S: 3)

The "High Renaissance" was of relatively brief duration, yet it attained a level of creative accomplishment that served as a model for generations to come. The works of the leading masters of this era will be examined as well as their influence on subsequent artists. *Josephine von Henneberg*

FA 342 Age of Rembrandt (S: 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape. *Kenneth Craig*

FA 353 Romantic Era (F: 3)

This course examines the evolution of the emphasis on emotion and imagination in art and texts from the mid-18th century to around 1840. Emphasis is placed on the printed work of William Blake and Francisco Goya, in which an interest in the irrational is underlined through the ironic relationship between image and text. The significance of philosophical and scientific developments, and of the changing political climate, epitomized by the French Revolution, are considered. Also studied are the romantic response to nature, as seen in the work of Friedrich and Runge in Germany and Turner and Constable in England, and the development of Romanticism in France, notably in the work of Gericault and Delacroix. *Reva Wolf*

FA 355 From Gauguin to Dali: Late 19th and Early 20th Century Art (S: 3)

From an examination of the diverse reactions of Impressionism in the 1880s the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-traditional currents from Dada to Surrealism are analyzed. *Jeffery W. Howe*

FA 361 Issues in Contemporary Art (F: 3)

This course looks at developments in art since 1960, including pop art, minimalism, conceptual art, earthworks, performance and installation art, and public art. Among the topics to be discussed are: the relationship between art and audience, and between art and the art market, artistic identity and its relationship to ethnic and sexual identity, the significance of the terms "modernism" and "post-modernism," and of recent trends in literary theory (such as post-structuralism and deconstruction). The course includes a bus trip to New York City. *Reva Wolf*

FA 384 History and Art History into Film (F, S: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards.

Each student will undertake a research project related to the props, costumes, or architectural settings needed for the creation of a specific historical film. *Pamela Berger*

FA 388 Costa-Gavras' Films: Dramatized History* (S: 3)

In his early French films such as *Z* on the Lambrakis assassination, *The Confession* about the Slansky/London mock trial, and *State of Siege* dealing with Latin American guerrilla activity, Greek-born Costa-Gavras established himself as a director of strong, controversial political concerns. Although these films were fictional they had their basis in crucial historical events. With his American-oriented films such as *Hanna K*, *Missing*, *Betrayed* and *The Music Box*, the director has continued to raise the consciousness of his international audiences by his study of American involvement in Latin America, racism, and war crimes. This course will trace the evolution of each of these films from the actual historical event, through the book and script stage, to the final dramatic cinematic production. *Lab fee: \$55.00* *John Michalczyk*

FA 392 The Museum of Art: History, Practice, Philosophy (S: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the middle ages to their present form as public institutions. Topics include: the function of the museum in its social context, the constituency of museums and their educational mission, the role of the university vs. the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art. Field trips to museums and collections. *Nancy Netzer*

FA 401 Seminar in Art Historical Research (F: 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class. *Reva Wolf*

FA 403-404 Independent Work (F, S: 3)

This course may be given from time to time to allow students to study a particular topic which is not included in the courses that are offered. *The Department*

FA 458 Andy Warhol (S: 3)

This course examines Warhol's work in film, photography, and painting, and his collaborations with musicians, poets, and writers in the context of the artistic, intellectual, and political milieu of the 1960s. Special attention is given to Warhol's and his collaborators' interest in paradox, in word-image associations, in blurring the distinctions between original and appropriated images, between art and life, between "high" and "popular" culture. Also considered is the idea of the Factory, its precedents in earlier 20th-century art, and the roles of its various members. Conflicting interpretations of Warhol's work from 1962 to the present are discussed as well. *Reva Wolf*

FA 499 Scholar of the College (F, S: 3)

A&S students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. Candidates must have at least a 3.3 average; they apply through the Department Chairperson, with the approval of a faculty supervisor, and are selected by the dean. They normally take two upper-division electives in each semester of their senior year, and have the rest of their time to work independently on their projects. Application deadline is normally in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog, or contact the Dean's office for a full description of the requirements. *The Department*

Studio Art (including Film and Photography)

NOTE: A laboratory fee is charged in all studio courses.

FS 003-004 Introduction to Ceramics (F: 3-S: 3)

An introductory course for students desiring a foundation knowledge in the possibilities of clay. This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information.

The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques. *Lab fee per semester: \$80.00* *Mark Cooper*

FS 100 Visual Thinking (F, S: 3)

This is a studio art course which encourages entry level and advanced students to grapple with questions about the nature of art and the creative process. By exploring the relationship between seeing, thinking, and making students arrive at a fuller, more confident understanding of visual language and the nature of the visual world. Although students explore and problem solve with a variety of art materials and processes the course requires minimal technical facility. By stressing the conceptual aspect of visual thinking the course will allay fears ("I can't draw") which block students from considering studio art as a serious option. *Lab fee: \$45.00* *The Department*

FS 101 Drawing I: Foundations (F, S: 3)

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and an understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course may be taken for Core credit. *Lab fee: \$70.00*

*Elizabeth Awalt
Michael Mulhern
The Department
John Steczynski*

FS 102 Painting I: Foundations (F, S: 3)

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning "to see" as the cornerstone

for painting, but involves abstraction as well as representation. The emphasis is on making the painting come alive rather than on "copying." Students are expected to paint in class as well as at home. Critiques, slide lectures and museum visits are an integral part of the course. This course may be taken for Core credit.

Lab fee: \$70.00

*The Department
Alston Conley*

FS 103 Sculpture I: Foundations (F, S: 3)

The realization of images in 3 dimensions takes many forms, from relief to free-standing object, from observation to transformation. This course is an introduction to the language and processes used in making sculpture. Through demonstrations, discussions, museum visits and assignments the student will be encouraged to develop a broad vocabulary and personal vision. This course may be taken for Core credit. *Lab fee:* \$70.00

Michael Mulhern

FS 145 Beginning Ceramics: Introduction to the Figure (F: 3)

An introductory course for students with or without art experience who want to explore art making that considers the figure as a source. This course will use clay as a primary material; but, will also explore a variety of other materials, such as drawing, painting, plaster and found objects/assemblage. The course will explore a range of attitudes from realistic to abstract. Models will be used throughout the semester. *Lab fee:* \$80.00

Mark Cooper

FS 161 Photography I (F, S: 3)

This course is an introduction to black and white photography. Topics to be covered include exposure, film development, printmaking and mounting for exhibition. Class time will be devoted to slide lectures on the work of historical and contemporary photographers, critiques of student work, and darkroom demonstrations. Emphasis will be placed on helping each student realize a personal way of seeing. Students will have weekly shooting and printing assignments. Class limited to 15 students. *Lab fee:* \$90.00

*Karl Baden
Charles Meyer*

FS 171 Film-making I (F, S: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent film-making: shooting, lighting, and editing. Film as a form of expression and communication. A class for beginners. Equipment is provided. *Lab fee:* \$80.00

Cindy Kleine

FS 203 Drawing II: Perspective and Tone (F, S: 3)

Prerequisite: FS 101 or permission of the instructor

A skills course which uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening and volumetric and spatial representation through applied perspective and modeling and shading in a variety of media. *Lab fee:* \$65.00

John Steczynski

FS 204 Drawing III: Introduction to the Figure (S: 3)

Prerequisite: FS 203 or permission of the instructor

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged. *Lab fee:* \$65.00

John Steczynski

FS 206 Large Scale and Thematic Drawing (S: 3)

Prerequisite: FS 101 or permission of the instructor

The miniature to the gigantic; the sketch to the "cartoon"; the individual statement to the series. The primary emphasis of this course will be on the student developing individual directions, while investigating the issues of scale and theme in drawing. *Lab fee:* \$65.00

Michael Mulhern

FS 221 Color (S: 3)

A course concerned primarily with sensitizing the student to understanding, seeing and using color with more subtlety and sophistication. The course has two components: a technical part dealing primarily with color mixture and color interaction; and an intuitive part, consisting of free color studies. *Lab fee:* \$65.00

Elizabeth Awalt

FS 223-224 Painting II-Painting III (F: 3-S: 3)

Prerequisite: FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.

Lab fee per semester: \$70.00 *Andrew Tavarelli*

FS 225-226 Watercolor I-Watercolor II (F: 3-S: 3)

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape; critiques and slide presentations. Previous drawing experience is recommended. *Lab fee per semester:* \$65.00

Andrew Tavarelli

FS 241-242 Ceramics I-Ceramics II (F: 3-S: 3)

No prerequisite

Stress is placed on the basic fundamentals of ceramics as a means for self-expression through sculptural or functional concerns. The course is conducted through informal talks, slide lectures, and demonstrations. These include orientation and exploration of the possibilities of clay and glaze, technical background, history and attitudes towards ceramic objects. Students are required to spend an appropriate time outside of class on specific projects. *Lab fee per semester:* \$80.00

Mark Cooper

FS 261 Photography II (F, S: 3)

Prerequisite: FS 161 or permission of the instructor

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work; for presenting historical and contemporary movements in photography and the development of a visual literacy; and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio. Class limited to 15 students. *Lab fee:* \$90.00

*Karl Baden
Charles Meyer*

FS 267 Experimental Photography (S: 3)

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabettier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected. *Lab fee:* \$90.00

Karl Baden

FS 273 Film-making II (S: 3)

Prerequisite: Film-making I or permission of the instructor

This course is designed for students who want to make movies. Utilizing state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the film-making process. Equipment is provided. Class limited to 12 students. *Lab fee:* \$80.00

Cindy Kleine

FS 300 Majors' Studio: Juniors and Seniors* (S: 3)

This is a required course for studio majors (beginning with the class of 1994). It is designed to promote a sense of artistic community through the in-depth investigation of art issues and an exchange of ideas and points of view. Discussions, critical readings, critiques of student work, museum and gallery visits, student and faculty slide talks will provide the basis of the course. The instructor and students will decide upon the relevant issues to be considered. A portfolio of work will be developed by the student over the course of the semester and will be the basis for grading.

Lab fee: \$70.00

Andrew Tavarelli

FS 301-302 Drawing IV: Figure-Drawing V: Figure (F: 3-S: 3)

Prerequisite: FS 204 or permission of the instructor

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class, the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation, seeing the figure as a component within a total composition. *Lab fee per semester:* \$70.00

John Steczynski

FS 323 Painting IV: Landscape (F: 3)

Prerequisite: FS 223-224 or permission of the instructor

Nature and landscape will provide us with painting imagery throughout the semester. Stu-

dents will paint directly from the local landscape and these paintings will serve as source material for large-scale studio paintings. This class is designed for advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. Students will be encouraged to develop a personal vision and are free to work abstractly or representationally. *Lab fee: \$70.00 Elizabeth Awalt*

FS 324 Painting V: Figure (S: 3)

Prerequisite: FS 223-224 or permission of the instructor

The objective of this advanced painting course is to introduce the student to the concept of extracting and abstracting images from life; most notably from the figure. During the first portion of the semester, students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional figurative imagery, called from photographs and media imagery, into their paintings. At the conclusion of the semester the figure in the landscape may be introduced. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.

Lab fee: \$70.00

Elizabeth Awalt

FS 344 Ceramics III-Vessels/Wheelthrowing (S: 3)

No prerequisite

Emphasis is placed on the development of ideas pertaining to vessels/containers. This covers a range of issues from function to metaphor which allows for sculptural and painterly adaptations. Fundamentals of throwing on the potter's wheel along with various handbuilding and glaze techniques will be demonstrated throughout the semester. During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level and/or assist in the further development of other container ideas. *Lab fee: \$80.00 Mark Cooper*

FS 345, 346, 347, 348 Advanced Ceramics II, III, IV, V (F, S: 3)

This is a ceramics course established to assist the individual in his or her aesthetic pursuits. The student may arrange class times on Wednesdays. Instruction will be given on an individual level appropriate to the student's previous ceramic experience. The student will be given a private space within the ceramic area. Along with developing an aesthetic, the student will be assisted in understanding and creating clays and glazes as well as kiln firing and construction.

Lab fee per semester: \$80.00

Mark Cooper

FS 378 Art As Symbol I: The Great Mother, The Hero, and Death (F: 3)

A study of archetypes, symbols and polarities, especially as related to gender studies and life/death issues, in the themes, forms and processes of art. Lectures, discussions, projects.

John Steczynski

FS 385-386 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. *Department permission required. The Department*

FS 485-486 Independent Work (F: 3-S: 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. *Department permission required. The Department*

FS 498 Senior Project (F: 3)

Required of all Studio Art majors. Students must have taken at least 4 semesters of work relating to their project prior to the Senior year. Directed by a member of the Department and evaluated by departmental review. *Andrew Tavarrelli*

GEOLOGY AND GEOPHYSICS

FACULTY

Emanuel G. Bombolakis, *Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

George D. Brown, Jr., *Professor*; B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

James W. Skehan, S.J., *Professor, Director, Weston Observatory*; A.B., A.M., Boston College; Ph.D., Harvard University

Benno M. Brenninkmeyer, S.J., *Associate Professor*; A.B., Boston College; Ph.D., University of Southern California

John E. Ebel, *Associate Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

David C. Roy *Associate Professor, Chairperson of the Department*; B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

PROGRAM DESCRIPTION

Major in Geology or Geophysics

An undergraduate in the Department of Geology and Geophysics may develop a major program with an emphasis in Geology, Geophysics, a combination of Geology and Geophysics, or the Environmental Geosciences. Within the broadly defined constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. It is recognized that students may wish to major or have a concentration in the earth sciences for a variety of reasons including:

1. a desire to work professionally in one of the earth sciences,
2. a desire to major in the Geosciences as part of a liberal arts education,
3. a desire to obtain an earth science foundation preparatory to post-graduate work in environmental studies, resource management, environmental law, or other similar fields where such a background would be useful,
4. a desire to teach earth science in secondary schools, or
5. a general interest in the earth sciences.

Broadly speaking, earth scientists seek by investigation to understand the complicated dynamics and materials that characterize the earth. For some, the emphasis is on the composition, structure and history of the earth; for others, investigations are aimed at understanding geologic processes and the modifications of materials they produce.

Recently environmental concerns about pollution and shortages of energy, clean water, and other natural resources have introduced exciting new fields of investigation to the science. The earth scientist of today has the choice of working outdoors in the field or in ultra-modern computer-equipped laboratories. The number and complexity of problems addressed by geologists and geophysicists and geo-environmentalists will only increase in the future; thus, students choosing to work in these areas can look forward to exciting and financially rewarding careers.

Any major in Geology and/or Geophysics may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise the proposed research project. Honors will be awarded upon: a) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor; b) approval by the Undergraduate Program Committee of the thesis and the candidate's academic record.

Students in the Department are urged to fulfill at least one of the elective courses with a project-oriented research course during their senior year.

Students may propose substitutes for particular course requirements by petitioning, in writing, the Department Undergraduate Policy Committee.



Environmental Geoscience Major

This program serves as an excellent major both for students who wish to concentrate in the environmental sciences and for those who may use their environmental studies in the general context of a Liberal Arts program or as preparation for careers in law, resource management, or other similar post-graduate education programs. Students concentrating in Environmental Geosciences should work out their programs closely with a Departmental advisor to ensure both breadth and depth in this subject area. Students must complete the following course requirements: 1) A total of 10 courses in the Department of Geology and Geophysics, no more than four of which may be at the 100 level. (a) These courses must include Introduction to Geology and Geophysics I with the laboratory (GE 132–133) and Environmental Geology (GE 250). Planet Earth I (GE 115), Introduction to Earth Science (GE 180) and The Dynamic Earth (GE 197) plus the Introduction to Geology I Laboratory (GE 133) may substitute for GE 132–133. (b) Three courses from among the following: Introduction to Geology and Geophysics II (GE 134); Geologic Hazards, Landslides and Earthquakes (GE 143) *or* Geophysical Hazards (GE 145); Oceanography I and II (GE 157 and 160); Meteorology (GE 170); Mineralogy (GE 200); Structural Geology I (GE 285); Stratigraphy and Sedimentation (GE 264); Petrology I (GE 270). (c) At least one course from among the following: Geochemistry (GE 302); Modern and Ancient Sedimentary Environments (GE 460); Hydrology (GE 395); Chemistry of Natural Water Systems (GE 484); Internship and Seminar in Environmental Geoscience (GE 510); Marine Geology (GE 530); Coastal Geology (GE 539). (d) Four elective courses in the Department to be chosen by the student in consultation with his or her advisor. 2) A year of another science (Chemistry, Physics, or Biology) with laboratory is required. Students are encouraged to take additional courses in Mathematics (Calculus), Chemistry, Physics, and Biology. Up to two courses taken in these subjects in addition to those required in (2) above may be substituted for electives in the Department (“d” above). Students are also advised that other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to and approval by the Departmental Undergraduate Policy Committee.

Geology Major

Students majoring in Geology will take the following courses: Introduction to Geology and Geophysics I and II (GE 132, 134), Mineralogy (GE 200), Structural Geology I and II (GE 285, 385), Petrology I and II (GE 270, 272), Stratigraphy and Sedimentation (GE 264) and at least two additional electives (with a minimum of one being numbered 300 or above) in the Department to bring the total number of Departmental courses to 10. Also required are two semesters of Calculus MT 102 and MT 103 or their equivalent (e.g. MT 100–101 and MT 200), two semesters of Physics using Calculus (PH 209–210 or PH 211–212) and two semesters of Chemistry with laboratory (CH 109–110). The Department strongly advises that Mathematics MT 204 and MT 305 be taken, and a geology summer field

course is recommended for anyone planning a professional career in geology. Credit for a summer field course may be used to satisfy one of the 300 level Departmental electives upon written approval of the Chairperson prior to taking the field course. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geophysics Major

Students majoring in Geophysics will fulfill the following course requirements: Introduction to Geology and Geophysics I and II (GE 132, 134), Structural Geology II (GE 385), Introduction to Geophysics (GE 391), plus three other courses in geophysics, two additional Departmental electives numbered 200 or above, and two additional electives approved in advance by the student’s advisor in Departmental courses numbered 400 or above or in advanced courses in Physics or Mathematics beyond those required below (combinations of courses such as one advanced Departmental course and one advanced Physics course can be used). Thus, 11 courses are required in addition to the outside science requirements. These outside science requirements for the Geophysics major are: one year of Chemistry with laboratory (CH 109–110); Calculus through MT 305 or MT 303; four semesters of Physics, to include at least two semesters of Physics from among: PH 401, PH 402, PH 425, PH 441, following the two semesters of Introduction to Physics with Calculus (PH 209–210 or PH 211–212). Courses in computer science and additional electives in geology are recommended. Elective courses both within and outside the Department will be determined by the student and his or her advisor.

Geology-Geophysics Major

This major may be desirable for those seeking the advantages of both programs, and it is considered excellent preparation for those looking toward employment in industry following graduation with a B.S. degree. However, students are cautioned that this combined program is more intensive than either of the separate majors in Geology or Geophysics.

Students majoring in Geology-Geophysics will take the following courses: Introduction to Geology and Geophysics I and II (GE 132, 134), Mineralogy (GE 200), Structural Geology I and II (GE 285, 385), Petrology I and II (GE 270, 272), one course in sedimentary geology, and at least three courses in Geophysics. Also required are two semesters of Chemistry with laboratory (CH 109–110), Calculus through MT 305 or MT 303, and three semesters of Physics to include at least one semester of Physics from among PH 401, PH 402, PH 425, or PH 441, following the two semesters of Introduction to Physics with Calculus (PH 209–210 or 211–212). Courses in computer science and a summer geology field course are highly recommended. The student will plan an elective program in consultation with his or her advisor.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology
Weston Observatory, formerly Weston College Seismic Station (1928–1949), is a part of the Department of Geology and Geophysics of Boston

College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility in the fields of geophysics, geology, energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and crustal analysis. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a thirty-station regional seismic network which records data from earthquakes in the northeast as well as from distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility, established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth’s magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa.

Core Program

The Core course offerings in the Department reflect the view that Earth is the only long-term home that humans will ever have. The uniqueness of this planet as our habitat requires that we consider the implications of our actions to our environment, whether they be the discharge of pollutants, the use of petroleum and other natural resources, or the uses to which we devote the land. The physical, chemical and biological factors of our planetary home are complex and affect all of us, some in a direct and immediate fashion; others in indirect and more long-term ways. The courses we offer include a variety of subjects. The variety of courses provides considerable choice and all presume no prior knowledge of the earth sciences.

The following courses are intended to fulfill the Natural Science Core requirement and have no prerequisites.

COURSE OFFERINGS

An asterisk (*) after a course title indicates that a course carries a laboratory fee.

Core Courses

GE 115 Planet Earth I (F: 3)

An introduction to the concepts and processes of our only home and its environment, planet Earth. In addition to lectures, simulated fieldtrips will be used in an Audio-Tutorial format to enable the student to experience the physical aspects of geology. One two-hour A-T session (GE 116) and two one-hour lectures per week.

E.G. Bombolakis

GE 116 Planet Earth A-T* (F: 0)

One simulated geological “field trip” session is planned each week using an individualized audio-tutorial format (slides and tapes) in connection with GE 115. *Lab fee:* \$55.00 *E.G. Bombolakis*

GE 125 Planet Earth II (S: 3)

A sequel to GE 115, this course will explore the development of planet Earth, with special attention to North America and the United States, and the history of evolutionary development of life forms that have inhabited its surface through time. One two-hour Audio-Tutorial laboratory exercise and two one-hour lectures per week. GE 115 is not a prerequisite for this course.

George D. Brown, Jr.

GE 126 Planet Earth A-T II* (S: 0)

The required Audio-Tutorial session for GE 125. Lab fee: \$55.00

George D. Brown, Jr.

GE 132 Introduction to Geology and Geophysics I (F: 3)

An introduction to the important geological processes operating on and within the earth. Intended for Geology, Geophysics, and Environmental Geoscience majors, majors in other sciences, and students wishing a more advanced Core course. Laboratory (GE 133) is required for Geology, Geophysics and Environmental Geoscience majors, but is optional for non-majors. *David C. Roy*

GE 134 Introduction to Geology and Geophysics II (S: 3)

A continuation of GE 132 with an emphasis on geophysical aspects of the earth: seismology, radioactive dating, magnetism, and gravity. May be taken without GE 132 with permission of instructor. Fulfills Core science requirement. Laboratory (GE 135) is required for Geology, Geophysics and Environmental Geoscience majors. *John E. Ebel*

GE 133-135 Introduction to Geology and Geophysics Laboratory* (F: 1-S: 1)

Laboratory required for Geology, Geophysics and Environmental Geoscience majors and open to other interested students enrolled in GE 132-134.

One two-hour laboratory per week and field trips. Lab fee per semester: \$130.00 *John E. Ebel*
David C. Roy

GE 143 Geologic Hazards, Landslides, and Earthquakes (S: 3)

The origin of common types of earth material and several landform features will be reviewed during the first few weeks. The purpose of this review is to prepare the way for the analysis of ancient, modern, and future geologic disasters. The analysis will deal with the type of catastrophe that eliminated the entire city of Helice, Greece, in 373 B.C.; more recent disasters such as the Vajont dam disaster and the Alaskan earthquake; and the prediction of earthquakes in California and the eastern United States. *E.G. Bombolakis*

GE 150 Introduction to Astronomy (F: 4)

The solar system with emphasis on the planets. History of our understanding of the system and the rapid increase of knowledge from artificial satellites. Weekly two-hour laboratory/discussions (GE 151) and two 75-minute lectures per week. Telescopic observations of sunspots during the day in addition to measurements of the brightness of a variable star and views of current astronomical phenomena at night. *Edward M. Brooks*

GE 151 Introduction to Astronomy Laboratory/Discussion Group* (F: 0)

The required lab/discussion group for GE 150. Lab fee: \$55.00 *Edward M. Brooks*

GE 157-160 Oceanography I and II (F: 4-S: 4)

A non-mathematical discovery of the environments of the world's oceans and coast lines.

Topics examined include a history of the growth of ocean basins, a description of the landforms and sediments found on the ocean bottom, the characteristics of ocean water, the movement of the water by waves, tides and currents. The second semester emphasizes the evolution, ecology and physical processes of beaches, coral reefs, estuaries, and deltas-areas where the ocean meets land, as well as the animals and plants that live in both the deep and shallow waters as well as at the water's edge. Man's effect upon and benefits from each of these environments and ecological niches is stressed.

Two one-hour lectures per week. One one-and-a-half-hour laboratory (GE 158 and GE 161) and one optional demonstration, film and/or discussion each week. A field trip in the second semester. Second semester can be taken without the first semester. *Benno M. Brenninkmeyer*

GE 158-161 Oceanography I and II Laboratory* (F: 0-S: 0)

The required lab for GE 157-160. Lab fee per semester: \$60.00 *Benno M. Brenninkmeyer*

GE 167 Geology and the Environment (F: 3)

This lecture course is a survey of the geologic aspects of our environment. Topics include: natural resources (water, soils, fossil fuels, and mineral deposits), river and coastal processes that interact with human culture and the geologic aspects of toxic and nuclear waste disposal.

The Department

GE 170 Introduction to Meteorology (S: 4)

The structure and controls of the atmosphere's vertical motion and world-wind systems. Special topics for long-range forecasting, temperature effects of variable solar radiation and volcanic aerosols in the stratosphere, along with terrestrial radiation, including the greenhouse effect. Each student prepares one analog forecast for the next day's weather in Boston. Two 75-minute lectures and one laboratory/discussion (GE 171) per week. *Edward M. Brooks*

GE 171 Meteorology Laboratory/Discussion* (S: 0)

Lab fee: \$55.00 *Edward M. Brooks*

GE 177 Cosmos (S: 3)

Man is in the process of exploring the Solar System and beyond. The spectacular results of recent manned and unmanned space programs, including Apollo (moon), Viking (Mars), Pioneer and Voyager (Mercury, Venus, Jupiter, Saturn, Uranus, Neptune) will be reviewed to help develop models for the geologic evolution of these bodies and a current picture for the origin of the Solar System. The question of the possibility of life on other planets, particularly Mars, will be discussed. Throughout the course, the fundamentals of how science works will be emphasized. Lectures will be supplemented by various films, slides and selected portions of video tape from the "Cosmos" series. Two and one-half hours of lecture per week. *J. Christopher Hepburn*

GE 180-182 Introduction to Earth Science I and II (F: 3-S: 3)

This course is designed to introduce the non-science student to a variety of topics in the geo-

sciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include: the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system. Two one-hour lectures and one two-hour laboratory session (GE 181 and GE 183) per week. Second semester may be taken without the first semester. *Alan Kafka*

GE 181-183 Introduction to Earth Science I and II Laboratory* (F: 0-S: 0)

Lab fee per semester: \$55.00 *Alan Kafka*

GE 190 Origins of Man (S: 3)

This course is an introduction to the study of man as a product of the biological and geological world. It is intended primarily for non-scientists but provides ample technical background for further scientific studies. It will consider various origins, the universe, the solar system, and earth, to establish the natural principles that govern organisms. It will examine the work of Darwin and Mendel, the origin and evolution of life, and the paleontological record to establish man's place in nature. The course will emphasize the primates from their Mesozoic origin through the hominoids and hominids. The fossil evidence for the immediate ancestors of modern man, the Australopithecines and species of *Homo* will be considered in detail. Recent advances in science that establish the relationship between living Great Apes and man will also be presented. *George D. Brown, Jr.*

GE 197 The Dynamic Earth (F: 3)

The focus of this lecture course is the dynamism of the earth as reflected in the "drifting" of continents, the opening of ocean basins, the devastation caused by earthquakes, the eruption of volcanoes, and the formation of mountain ranges. The evidence for the movements of continents and the opening of ocean basins will be examined with the non-science student in mind. *David C. Roy*

Major Courses

The following courses are designed for majors in the Department or majors in other sciences. Some courses have prerequisites, others do not. All however, may be taken by students who seek elective credit.

GE 200 Mineralogy (F: 4)

Prerequisites: GE 132, 134, first year of Chemistry, may be taken concurrently.

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and two hours of laboratory (GE 201) per week. *Rudolph Hon*

GE 201 Mineralogy Laboratory* (F: 0)

Lab fee: \$55.00 *Rudolph Hon*

GE 264 Stratigraphy and Sedimentation (F: 4)

Prerequisites: GE 132 and 134, or equivalent

The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostrati-

graphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations. A two-hour per week laboratory (GE 265) is required.

George D. Brown

GE 265 Stratigraphy and Sedimentation Laboratory* (F: 0)

Lab fee: \$55.00

George D. Brown

GE 270 Petrology I (F: 4)

Prerequisites: First year of Chemistry, GE 132, 200 or equivalent

This course has two parts: the principles and theory of polarizing microscopy, and basic igneous petrology. The first part of the course focuses on the basic physics of the interaction of light with the crystalline matter and how it can be applied to mineral identification using the polarizing microscope. The second part of the course covers the basic principles of igneous petrology, equilibrium and non-equilibrium crystallization and the use of phase diagrams in igneous systems. Three hours of lecture per week. Laboratory GE 271 is required.

J. Christopher Hepburn

Rudolph Hon

GE 271 Petrology I Laboratory* (F: 0)

The laboratory exercises are directly synchronized with GE 270. The student will practice the use of the polarizing microscope and will learn how to use it as a tool for identification of rock-forming minerals, using the immersion technique as well as the thin section. The petrology and classification of the igneous rocks is learned using both hand samples and thin sections. Laboratory unknowns and problems assigned. Four hours per week. Lab fee: \$130.00

J. Christopher Hepburn

Rudolph Hon

GE 272 Petrology II (S: 4)

Prerequisite: GE 270 or equivalent

A continuation of GE 270. This course is devoted to an understanding of the petrology of sedimentary and metamorphic rocks. During the first half of the course the dynamic and geochemical factors involved in the formation of sedimentary rocks will be explored. The second part of the course is devoted to the study of metamorphism, including the variables and controls involved in the formation of metamorphic rocks. Phase diagrams will be used extensively and applications of the phase rule studied. Laboratory GE 273 is required.

J. Christopher Hepburn

Rudolph Hon

GE 273 Petrology II Laboratory* (S: 0)

Laboratory for GE 272. The petrology of sedimentary and metamorphic rocks will be examined both in hand sample and in thin section, utilizing the polarizing microscope. Four hours of laboratory per week with problem sets and unknowns assigned. Lab fee: \$130.00

J. Christopher Hepburn

Rudolph Hon

GE 285 Structural Geology I: Field Aspects (F: 4)

This course is an introduction to the analysis of structures produced by deformation of the earth's crust utilizing concepts of stress and strain. Two 50-minute lectures and one two-hour laboratory (GE 286) per week will be complemented by six weekend day sessions in the field. Laboratory ex-

ercises will emphasize geometrical and physical aspects of geologic structures. The field exercises will be an introduction to geological mapping.

James W. Skehan, S.J.

GE 286 Structural Geology I Laboratory* (F: 0)

Lab fee: \$105.00

James W. Skehan, S.J.

GE 350 Regional Geology of North America (F: 3)

Prerequisites: GE 132–134, 264 or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America.

George D. Brown, Jr.

GE 385 Structural Geology II: Analytical Aspects (S: 4)

Prerequisites: GE 132 and 134 or equivalent, one year of college calculus, PH 211 or equivalent.

A history of the development of structural geology will be presented during the first several lectures. Then quantitative mechanisms of fracture, faulting, and igneous intrusions will be treated, illustrating their relation to problems in tectonics. To achieve this objective, an analysis will be made of stress, and the elastic, brittle, ductile, and creep behavior of rocks. The problem of rock folding will be treated in terms of folding processes and retrodeformation methods, utilizing the concepts of balanced cross-sections.

One additional two-hour problem session laboratory (GE 386) per week is required.

E.G. Bombolakis

R.J. Martin III

GE 386 Structural Geology II Laboratory* (S: 0)

Lab fee: \$105.00

E.G. Bombolakis

R.J. Martin III

GE 391 Introduction to Geophysics (F: 3)

Prerequisites: GE 132, 134; MT 200–201; PH 211–212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

GE 395 Ground Water Hydrology I (S: 3)

Prerequisites: GE 134, 200, CH 110, MT 101 or 103; or equivalents.

An overview of ground-water hydrology with emphasis on concepts and principles, and their application to practical problem solving. The course is intended to provide a foundation for further in-depth water resources studies, and an orientation for active professionals wishing to broaden their working knowledge and understanding of ground-water hydrology. Three hours of lecture per week.

Michael H. Frimpter

GE 450–452 Exploration Geophysics I and II (F: 4–S: 4)

Prerequisites: GE 132, MT 200–201 or MT 204, PH 211–212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, magnetic, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

Second semester may be taken without first semester by permission of instructor. Three hours

of lecture and one problem/discussion session per week.

John E. Ebel

John F. Devane, S.J.

GE 484 Chemistry of Natural Water Systems (S: 3)

Prerequisites: College level of introductory chemistry and calculus.

Natural water systems consist of surface and subsurface water reservoirs which are in a constant process of chemical interaction with their surroundings. Understanding of these processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.

Rudolph Hon

GE 500 Potential Field Theory (S: 3)

Prerequisites: MT 202; PH 211–212

This course is an introduction to the mathematics of potential fields which is used to describe such geophysical phenomena as the earth's gravitational and magnetic fields. The vector theorems of Gauss, Stokes and Green are presented, and potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical conditions are presented. Applications of these theories are made to practical problems in geophysics.

John E. Ebel

GE 510 Internship and Seminar in Environmental Geosciences (F: 3)

Prerequisite: Permission of instructor

This seminar is provided for qualified upper-division undergraduates and graduate students serving as interns in industry, in government, or in non-profit organizations during the semester or the previous summer. The subject of the project and the activities of the internship must be approved in advance by the instructor prior to enrollment and a final report or other suitable documentation of the results of the internship will be due at the end of the semester. Students will meet, at least every other week, with the instructor and other interns to report on the nature and progress of their intern activities. Internships will be sought by the Department but suitable internships obtained by students may be submitted to the instructor for approval. In some semesters the seminar may involve a group project on some environmental topic suggested by an outside organization or developed by the instructor. Since technical skills are required, enrollment is by instructor approval only.

Charles M. Spooner

GE 530 Marine Geology (S: 3)

Prerequisites: GE 132, 134, 272

Recent geological, geophysical and geochemical information on the ocean basins is examined. Emphases are placed on modern sedimentation and deformation dynamics, and ocean basin history revealed by cored and dredged sediments and igneous rocks, together with seismologic, gravity, heatflow, and magnetic data.

Benno M. Breminkmeyer

GE 543 Plate Tectonics and Mountain Belts (F: 3)

Prerequisites: GE 285 and GE 272

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research and debate that

will certainly continue to be a focus of geological thought well into the future. Since most students have a general understanding of Plate Tectonic theory, but few have a sufficient working knowledge of its ramifications, this course will explore Plate Tectonics and its geo-tectonic implications in detail. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed as will current ideas for the analysis of exotic terrains.

J. Christopher Hepburn

GE 572 Geophysical Data Processing (S: 3)

Prerequisite: GE 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of geophysical data.

Alan L. Kafka

GE 595 Ground Water Hydrology II (F: 3)

Prerequisite: GE 395

The course covers the following topics: 1) theory of groundwater flow, aquifer properties and definitions; Darcy's law, definitions of total, elevation, and pressure heads, steady and unsteady one-directional and two-dimensional flow; 2) well and aquifer relationships; flow to wells, discharges and drawdown relationships, well efficiency, etc.; 3) analysis of discharging well and other test data; steady state and transient equations, type curve solutions, recovery analysis, leaky aquifer solutions, etc.; and 4) methods of determining aquifer characteristics.

Alfredo Urzua

GE 596 Reading and Research in Environmental Geology (F: 3-S: 3)

Independent research of an environmental problem under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course number is to be used for undergraduate students doing honors theses in Environmental geosciences.

The Department

GE 597 Reading and Research in Geology (F: 3-S: 3)

Independent research of a geological problem under the direction of a faculty member. This course number is to be used for undergraduate students doing honors theses in geology.

The Department

GE 598 Reading and Research in Geophysics (F: 3-S: 3)

Independent research of a geophysical problem under the direction of a faculty member. This course number is to be used for undergraduate students doing honors theses in geophysics.

The Department

GE 599 Scholar of the College (F: 3-6; S: 3-6)

Independent research in Geology, Geophysics or the Environmental Geosciences under the direction of a faculty member for students qualifying for University honors.

The Department

GE 635 Ground Water Modelling (S: 3)

Prerequisites: Knowledge of 2nd-year Calculus, Introductory Physics, Fortran (or any other computer language), and some experience with an IBM personal computer.

Some of the topics covered in this lecture course are: a review of the fundamental principles of ground water flow; finite difference method as applied to steady state and transient flow problems; and introduction to the finite element method as applied to steady state and transient flow problems.

Alfredo Urzua

GE 660 Introduction to Seismology (F: 3)

Prerequisites: GE 134 or equivalent, MT 200-201 or MT 204 (may be taken concurrently)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, focal mechanisms, and fault-plane solutions.

Alan L. Kafka

GE 668 Inverse Theory in Geophysics (F: 3)

Prerequisite: MT 305, programming experience in FORTRAN or C

The theory of the linear and non-linear inversion of data for model parameters and its application to various problems in geophysics is presented. Theories such as the generalized inverse, the stochastic inverse, and the maximum likelihood inverse are developed. The theory and practical application of non-linear inversion is discussed. Examples from seismology, gravity, magnetism, and geology are used. The relevant mathematics basis from linear algebra and statistics is reviewed.

John E. Ebel

GE 680 Geotectonics (F: 3)

This is a combined lecture and laboratory course dealing with structural and tectonic features resulting from the interaction of plate motion and the development of mountain belts. The structural and tectonic features will include several of prime interest in the oil industry, such as fault-propagation folds and faults. Several problems associated with their development will be defined with analytical solutions requiring field data from the literature and experimental data from the laboratory. The purpose of the laboratory is for students to conduct critical experiments with respect to appropriate problems, with the objective of preparing a group paper for publication. The sequence of authors of this paper will be determined by the relative contributions of the participants.

E.G. Bombolakis

R.J. Martin III

GE 792 Applications of the Geographical Information System (ARC/INFO) (S: 3)

Geographical Information System (GIS) is an integrated software environment that has two parts: information handling (data management) for both information organization and retrieval, and a second part that allows visual display of data in a graphical form on a map (geographical coordinate system). This course is designed to give students a working knowledge and a practical experience in applying computers in their studies and/or research; there are no prerequisites.

An introduction and overview of a Geographic Information System (GIS) along with extensive practical experience will be the primary focus of this course. The subjects covered will include practical aspects of data management within the relational database environment as well as a hands-on tutorial using practical day-to-day examples. Special significance will be given to ap-

plication of GIS to geological and geophysical studies with particular emphasis on data integration, spatial RDBMS, and powerful graphics output capabilities of GIS. ARC/INFO is particularly designed to handle data and information related to mapping (geological and geophysical maps, land use, and even marketing). Many of the assignments will use maps. Complementing the introduction and overview will be in-depth training using graphics, workstations, and terminals.

Michael Turner

GE 793 Seminar in Environmental Geoscience: The Geotechnical Bases for Governmental Policies and Regulations (S: 3)

Through guest lecturers, expert in their regulatory and technical fields, this course will examine policy and scientific issues concerning the quality of the environment. Topics will include: the Clean Air Act and air quality measurements; the Safe Drinking Water Act and water resource protection; the Toxic Substance Control Act and health effects from environmental pollutants; and the disposal of hazardous and solid wastes.

Charles M. Spooner

GE 794 and GE 796 Seminar in Geology (F: 3-S: 3)

Prerequisite: Permission of instructor

The analysis and discussion of topics of current interest in geology.

The Department

GE 795 and GE 797 Seminar in Geophysics (F: 3-S: 3)

Prerequisite: Permission of instructor.

The analysis and discussion of topics of current interest in geophysics.

The Department

The following elective courses are offered by the Department on a regular basis.

- GE 145 Geophysical Hazards
- GE 191 Origins of Man Laboratory*
- GE 195 Radiation, Environment, and Society
- GE 240 Seminar in Regional Geology
- GE 250 Environmental Geology
- GE 251 Environmental Geology Laboratory
- GE 302 Geochemistry
- GE 325 Geologic Computing and Computer Graphing
- GE 330 Principles of Paleontology
- GE 331 Principles of Paleontology Laboratory
- GE 345 Human Evolution and Paleontology
- GE 460 Modern and Ancient Sedimentary Environments
- GE 505 Micropaleontology*
- GE 520 Sedimentary Petrology*
- GE 525 Theory of Mineral Equilibria
- GE 526 Igneous Petrology
- GE 528 Metamorphic Petrology
- GE 539 Coastal Geology
- GE 542 Engineering Geology
- GE 547 Advanced Structural Geology
- GE 550 Geostatistics
- GE 610 Physical Sedimentation
- GE 611 Physical Sedimentation Laboratory*
- GE 640 Geomechanics
- GE 661 Theoretical Seismology
- GE 662 Geomagnetism
- GE 672 Physics of the Earth
- GE 690 Tectonics of the Appalachian Orogen and Related Terrains

GERMANIC STUDIES

FACULTY

Heinz Bluhm, *Professor Emeritus*; A.B., Northwestern College; A.M., Ph.D., University of Wisconsin

Christoph Eykman, *Professor*; Ph.D., Rhein, Friedr. Wilhelm Universität, Bonn

Professor Michael Resler, *Professor, Chairperson of the Department*; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Gert Bruhn, *Assistant Professor*; A.B., University of British Columbia; A.M., Ph.D., Princeton University

Valda Melngailis, *Special Lecturer*; A.B., A.M., Boston University; Ph.D., Harvard University



PROGRAM DESCRIPTION

The major in Germanic Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and to provide the background for graduate study in the field.

Students majoring in Germanic Studies are required to complete a total of 12 courses within the following curriculum:

1. Composition and Conversation (2)
2. History of German Literature (2)
3. Four semester courses in German literature or culture (4)
4. Two semester courses in subjects related to German culture. For example: EN 350, FA 232, HS 143, PL 338-339, PL 421, PL 448, PL 455, PL 521 and others, subject to the approval of the Department.
5. Two electives either in German literature (in German or in English translation), or in a second foreign language. (2)

Subject to Departmental approval, the Honors Program in German is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project which will lead to an Honors Thesis.

The Minor in German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria and Switzerland. The foremost goal of the program is to provide participants with a broad, yet in-depth understanding of the various contributions which German-speaking civilization has made—from the early Middle Ages up to the present—to the development of the Western world. Among the disciplines which may be studied are the literature, art, music, history, theology, and philosophy of the German world.

For specific requirements of the German Studies minor, see the "Minors" section in the College of Arts and Sciences section of this Catalog.

COURSE OFFERINGS

GM 001-002 German A (Elementary) (F: 3-S: 3)
The fundamentals of German grammar and vocabulary. Practice in listening comprehension and speaking in everyday situations. Exercises in reading and in elementary German composition.

The Department

GM 050-051 Intermediate German (F: 3-S: 3)
Prerequisite: GM 001-002, or its equivalent

Further training in active use of the language, with emphasis on reading and conversation. Readings in 20th century German prose, fiction, and non-fiction. German culture and society. Grammar review. Discussion and composition.

The Department

GM 199 Intensive Reading Course in German (F: 0)

The course prepares the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own as well as related major fields. Note: No previous German is required for this course.

Gert Bruhn

GM 201-202 German Composition and Conversation (F: 3-S: 3)

Prerequisite: GM 050-051, or its equivalent

This course is designed to improve fluency in spoken German. Short compositions will be written periodically. Course work also includes review of selected difficult areas of grammar (with exercises), systematic vocabulary building, listening comprehension, reading and discussion of newspaper articles, plays, and other texts dealing with current aspects of life in modern Germany.

A required course for German majors.

Christoph Eykman

GM 203 Introduction to Reading German Prose (F: 3)

The course functions as a "bridge" between a composition/conversation course and courses in German literature/culture. Systematic reading practice (fiction, essays, news articles) will lead to improved reading skills. This course counts toward the major or minor in Germanic Studies.

Christoph Eykman

GM 210-211 History of German Literature (F: 3-S: 3)

Prerequisite: GM 050-051 (with an honor grade), or its equivalent.

An introduction to the study of German literature. Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. A required course for German majors. Offered next in 1994-1995.

Valda Melngailis

GM 213 Masterpieces of Contemporary German Literature (S: 3)

Selected texts written after the end of World War II (novels, short stories, plays, poems) will be read in English translation and analyzed and discussed in class. These works represent some of the burning issues with which the societies of East and

West Germany, Switzerland, and Austria were confronted during the years after 1945 such as coping with the National Socialist past and the Second World War, the nuclear threat, socialist society versus the individual, the division of Germany, a critique of capitalist West German society etc.

Works by Borchert, Böll, Lenz, Grass, Johnson, Dürrenmatt, Frisch, Bernhard and others will be read. Taught in English.

Christoph Eykman

GM 222 The German Novelle from Kleist to Kafka (S: 3)

A critical study of the evolution of the *Novelle* as an important genre in modern German literature. Discussion of literary, cultural and political influences on both the theory and practice of the *Novelle* from the early 19th to the middle of the 20th century. Readings include stories by Kleist, Tieck, Stifter, Meyer, Hauptmann, Hesse, Mann and Kafka.

Gert Bruhn

GM 242 Germany Divided and Reunited (S: 3)

A multi-dimensional look at post-war Germany, East and West. Politics, social structure, music, art, literature, philosophy, the crisis and reform of the West German university system, the young generation, Americanization, and other topics. Conducted in English. This course is required for the minor in German Studies. Offered next: Fall 1993.

Christoph Eykman

GM 271 Thomas Mann (F: 3)

A study of Mann's craft of fiction and his contribution to the modern German novel. Topics to be discussed: art, politics, and the daemonic; romanticism and realism; decadence and progress; Germany as a theme in Mann's novels and essays; the influence of Goethe, Wagner, and Nietzsche. Readings include: *Tonio Kröger*, *Der Tod in Venedig*, *Der Zauberberg*, and *Doktor Faustus*.

Gert Bruhn

GM 280 Goethe's Faust I (F: 3)

An interpretation of the *First Part* of Goethe's *Faust*, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Storm and Stress and Classicism: Herder, Kant, Nietzsche, Mozart, Beethoven, Schubert. *Faust* seen in the larger context of Goethe's general view of life. Conducted in English.

Heinz Bluhm

GM 281 Goethe's Faust II (S: 3)

Prerequisite: GM 280

An interpretation of the *Second Part* of Goethe's *Faust*, one of the masterpieces of world literature. The Faust theme in European literature before and after Goethe. The intellectual background of German Classicism and Romanticism: Kant, Hegel, Nietzsche, Beethoven, Schumann. *Faust* seen in the larger context of Goethe's general view of life.

Conducted in English

Heinz Bluhm

H I S T O R Y

GM 299 Reading and Research

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with permission of the Chairperson. By arrangement *The Department*

Other courses in the Department's repertory, offered on a non-periodic basis, include:

- GM 175 Highlights of German Culture
- GM 215 German Romanticism
- GM 217 German Literature: The Classical Period
- GM 219 German Lyric Poetry through Goethe
- GM 220 Goethe and Schiller
- GM 223 Contemporary German Fiction
- GM 225 German Literature—The 19th Century
- GM 230 German 19th-Century Drama
- GM 231 German Expressionism (1910-1925)
- GM 232 Nietzsche's *Also sprach Zarathustra*
- GM 235 Modern German Drama
- GM 237 20th Century German Poetry
- GM 238 Die Lieder von der Vogelweide
- GM 239 German Literature of the High Middle Ages
- GM 240 King Arthur in German Literature
- GM 242 Germany Divided and Reunited
- GM 246 Heinrich Böll and the Post-War German Novel (in translation)
- GM 247 German Exile Writers Against Hitler
- GM 250 The German War Novel
- GM 279 Brecht and Kafka

FACULTY

Andrew Buni, *Professor*; A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

James E. Cronin, *Professor, Chairperson of the Department*; Director of Graduate Studies B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Radu R. Florescu, *Professor*; A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

John L. Heineman, *Professor*; A.B., University of Notre Dame; Ph.D., Cornell University

Raymond T. McNally, *Professor*; A.B., Fordham University; Ph.D., Free University of Berlin

David A. Northrup, *Professor*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Thomas H. O'Connor, *Professor*; A.B., A.M., Boston College; Ph.D., Boston University

Alan Reinerman, *Professor*; B.S., A.M., Xavier University; Ph.D., Loyola University

Peter H. Weiler, *Professor*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H. L. Wu, *Professor*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Paul Breines, *Associate Professor*; A.B., A.M., Ph.D., University of Wisconsin

Robin Fleming, *Associate Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara

Ellen G. Friedman, *Associate Professor*; B.A., New York University; Ph.D., C.U.N.Y. Grad School

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

R. Alan Lawson, *Associate Professor*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Roberta Manning, *Associate Professor*; A.B., Rice College; A.M., Ph.D., Columbia University

Rev. Francis J. Murphy, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Catholic University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Thomas W. Perry, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Carol M. Petillo, *Associate Professor, Director of Graduate Studies*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Alan Rogers, *Associate Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

John H. Rosser, *Associate Professor*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Judith E. Smith, *Associate Professor*; B.A., Radcliffe College; M.A., Ph.D., Brown University

Paul G. Spagnoli, *Associate Professor*; A.B., Holy Cross; A.M., Ph.D., Harvard University

Karen Spalding, *Associate Professor*; B.A., Stanford University; M.A., Ph.D., University of California at Berkeley

John Tutino, *Associate Professor*; A.B., College of the Holy Cross; Ph.D., University of Texas at Austin

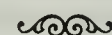
L. Scott Van Doren, *Associate Professor*; A.B., Oberlin College; A.M., Ph.D., Harvard University

Lawrence Wolff, *Associate Professor*; A.B., Harvard College; M.A., Ph.D., Stanford University

Sherri Broder, *Assistant Professor*; B.A., Hampshire College; M.A., State University of New York at Binghamton; Ph.D., Brown University

Karen Miller, *Assistant Professor*; B.A., M.A., University of California at San Diego; Ph.D., University of California at Santa Barbara

Mrinalini Sinha, *Assistant Professor*; M.A., Jawaharlal Nehru University; M.A., Ph.D., S.U.N.Y.



PROGRAM DESCRIPTION

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, United States, Latin American, Asian, Middle East, and African History. Careful planning, with the advice of faculty members, can provide the student with a sequence of courses which will prepare him or her for the fields of law, government, and the foreign service, and for a career in various international organizations, in journalism, in business, or in teaching at the elementary, secondary, or college levels.

A history major is required to take a two-semester sequence in European history since the Renaissance (selection from any course HS 001-002 through HS 094), and a two-semester sequence in American Civilization (HS 181-182). Students planning to concentrate in history are

encouraged to take European history in their freshman year, and American Civilization in their sophomore year. Once they have fulfilled these requirements they will have acquired the prerequisite for most elective courses in junior and senior years. Beginning students who have advanced placement or who have successfully passed the Departmental qualifying examinations, offered annually in the fall, may substitute an upper-division course in European or American history for these required courses.

In addition to the prescribed courses listed above, the history major is required to complete eight additional upper division electives. For majors through the Class of 1994, these courses must include the following: at least two courses in some field of history either before 1500 and/or in non-Western history, and four advanced electives (HS 300–699; a maximum of two may be HS 299 Reading and Research courses). Note that some advanced electives also satisfy the pre-1500/non-Western requirement. In order to assure a well-balanced program, no more than four upper division courses should be in any single field.

For majors in the Class of 1995, the requirements have changed somewhat. In addition to the Core and the American Civilization requirement, such majors must take an HS 300: “Study and Writing of History” course (taken in the sophomore or junior years), and seven elective courses that must include the following: two in non-Western history and three advanced electives (HS 301–699; a maximum of two can be HS 299 Reading and Research courses). Note that some advanced electives also satisfy the non-Western requirement. In addition, at least three of the electives, including two of the advanced electives, must be in a field approved by the History Department advisor. For a list of possible fields, please consult the History Department.

Within the general context described above, a history major may choose to pursue a specialized program in Irish Studies. The program offers a junior year in Irish Studies at University College, Cork, which provides intensive exposure in areas of Irish culture not normally available in the United States, such as Irish ethnography, folklore, and anthropology. Interested students should apply to the Junior Year Abroad office or see Professors Dalsimer and O'Neill of the English and History Departments.

In order to facilitate the introduction of research techniques the Department offers a variety of Readings and Research opportunities. These projects must be arranged between the individual student and professor, and then receive the permission of the Director of Undergraduate Studies. No more than 2 courses completed in this fashion will count towards the history major.

Core

The Core Requirement in history is a two-semester sequence centering on modern European history (1500 to the present). To fulfill the Core

requirement, all undergraduates must take a two-semester sequence from courses numbered HS 001-02 to HS 081-82. Any of these two-semester survey courses will fulfill the Core requirement. Because all of these courses are designed as thematic units, students should continue in the same class for the entire year, but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order; the first half must be completed before enrolling in the second. Students are strongly urged to fulfill the history Core requirement in their freshman year or, at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their history Core before embarking on such studies.

Content and Format of the Core

Each of the courses listed as Core below has distinctive emphases, reflecting the interests and expertise of the instructors, and wherever possible they have been given specific titles which describe these emphases. Thus, in the following list, we have Core courses that concentrate primarily on Western Europe, or on Eastern Europe, on Europe and the Americas, or Europe and the World. Nevertheless every history Core course follows a common set of general guidelines and topics as required by the History Department. Although individual Core descriptions stress the differences in approach of each of the courses, this should not disguise the fact that all of the Core courses listed below have the following basic set of topics in common. These topics are:

First semester: The Renaissance, the Reformation, and the Counter-Reformation; exploration and overseas trade; the social structure of early modern Europe; the development of the bureaucratic state; international relations and warfare; the scientific revolution and the Enlightenment; the development of capitalism and the origins of the Industrial Revolution; the revolutions in seventeenth-century England and eighteenth-century France; women, the family and gender roles.

Second semester: Napoleon; the Congress of Vienna; nineteenth-century conservative and liberal political theories; nationalism, the unifications of Italy and Germany; Marx and Darwin and their influence on modern thought; the development of modern industry; imperialism and colonialism; international relations and World War I; the Russian Revolution; Fascism and the Depression; World War II; the postwar world; women, the family, and gender roles.

All of the Core history courses numbered IIS 001-002 through HS 067-068 consist of large classes taught by a team of professors (either jointly, or splitting the year between them). All Core classes meet twice each week for lectures and a third time in groups of 20–22 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

The Core history program is also offered in three other slightly different formats: HS 081-82 is taught in small classes (35 students). HS 087-88 is taught in French as part of the Immersion Program. Finally, HS 093 (spring term) covers the topics of the first half of the Core; IIS 094 (fall term) covers the topics of the second half of the Core; these “reverse sequence” courses are intended solely for students who need to begin or complete their history Core courses out of the normal semester pattern. As noted above, the history Core requirement is a *two-semester sequence*; students must complete the first half of the sequence (covering material from 1500 to 1789) before enrolling in the second half of the sequence (covering material from 1789 to the present). In other words, a student must complete an “odd-numbered” Core course before enrolling in an “even-numbered” Core continuation.

COURSE OFFERINGS

HS 001-002 Institutional and Cultural History of Modern Europe (F: 3-S: 3)

This course, although intensive and demanding, is designed for any student (major or non-major) who is interested in tracing the evolution of western society to the present day. It presents an interpretation of the broad lines of historical development from about 1500 to the present day. Though mainly focused on western Europe, it explains that the expansion of European power and influence which began in the 16th century and continues to this very day made these European developments essential to an understanding of the history of the non-European world as well. Emphasis will be placed on the social, political and institutional stresses and changes, with attention also to the relation of these factors to the world of ideas and the arts. In the first semester, special topics include the rise of absolute bureaucratic states, warfare and diplomacy in the old regime, and the Enlightenment. The second semester will cover the French Revolution, the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism, the impact upon thought and society of two world wars, and the resurgence of Europe in the apparent wake of the end of the Cold War.

Thomas Perry
John Heineman

HS 005-006 Social and Economic Development of Modern Europe (F: 3-S: 3)

This course traces the changes that have created today's world out of the very different world of the late Middle Ages. During the year we will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the urbanization and industrialization of Europe, the struggles between the proponents and critics of

Protestantism, constitutionalism, and capitalism, the causes and consequences of wars and revolutions, and the impact of social and economic changes on the way in which people in the West have viewed the world in which they lived.

Paul Spagnoli

HS 011-012 Political and Social History of Modern Europe (F: 3-S: 3)

This course will survey the major developments in Europe from the Renaissance. Emphasis will be placed upon social and political developments, particularly as seen through the Renaissance, Reformation, overseas expansion, and the formation of the modern states. The interesting theme for the second semester will be the conflicting demands of individual liberty and social need in the period since the French Revolution with particular reference to industrialization, the European state system, imperialism, World War I, and the rise of dictatorships culminating in World War II.

The Department

HS 015-016 Cultural History of Modern Europe (F: 3-S: 3)

This course seeks to examine the interactions of the persons, ideas, institutions and movements which have shaped the European Experience from the Renaissance through the Reconstruction of Europe after World War II. During the first semester, man's changing concept of himself and his world will be treated with special emphasis on the Renaissance and the Reformation, the discoveries of explorers and scientists, and the Enlightenment. During the second semester, the integrating theme will be the conflicting demands of individual liberty and social welfare, with particular reference to the French Revolution industrialization, imperialism, the first and second world wars, totalitarianism and the rebuilding of Europe since 1945.

Francis Murphy, S.J.

HS 019-020 Political and Intellectual History of Modern Europe (F: 3-S: 3)

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era. Second semester will cover industrialization; 19th-20th century wars and revolutions; and the search for new political and intellectual authorities through modern ideologies of Marxism, liberalism, conservatism, and fascism.

Raymond McNally

HS 023-024 Social and Cultural History of Modern Europe (F: 3-S: 3)

This course surveys the evolution of western Europe from the end of the Middle Ages through the collapse of the Soviet Empire in 1989. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds.

We will examine these aspects of the West's development with particular emphasis on the significance of gender, race and class and other forms of difference.

Paul Breines

Peter Weiler

HS 027-028 Political and Cultural History of Modern Europe (F: 3-S: 3)

This course surveys the broad lines of historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique western society in which we live today came into being. Though the instructor concentrates on Europe, he will make clear that the great expansion of European power and culture since 1500 has made the development of Europe the key to understanding the modern world as a whole.

Alan Reinerman

HS 031-032 Europe and the Atlantic Community (F: 3-S: 3)

A study of the Atlantic community and its role in the emergence of the world economy since 1500. Topics to receive primary consideration include: (first semester) the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution; (second semester) the Atlantic orientation of industrial development, the development of liberal democracy, socialism, Fascism and the age of national liberation.

Alan Rogers

The Department

HS 045-046 Social and Political Evolution of Modern Europe (F: 3-S: 3)

European social and political history from 1500 to the present. Special emphasis will be placed on nation-building, European expansion, alternate economic systems, the role of the lower classes, the impact of military technology, the persecution of minority groups, the revolt of the colonies and the changing position of women. The regional interests of the instructors—Spain in the first semester and Russia in the second—will be highlighted as warranted by the historical roles of these nations in the periods under study.

Roberta Manning

HS 051-052 Europeans and the World (F: 3-S: 3)

Since 1500 there have been dramatic changes in European political, economic, and cultural life. Europe's expansion overseas produced equally dramatic contacts and conflicts with the rest of the world. The first term explores these events in the Atlantic basin from 1500 to 1800, emphasizing the interaction of Spaniards and Mexicans, Britons and North Americans. It also probes the roles of Europeans and Africans in the creation of slave societies, and in the traditions of conflict and resistance that culminated in the French and Haitian revolutions. The second term explores the impact of industrialization and modern technology in Europe and in European settlements overseas and the impact of Western political and economic imperialism in Africa, Asia, and the Pacific since 1800. It also examines the rise of doctrines of equality in the nineteenth century, leading to movements for slave emancipation, women's rights, political democracy and socialism, as well as the simultaneous growth of doctrines of inequality, defending the supremacy of whites,

males, and Western culture. The conflicts, wars and revolutions of the twentieth century are interpreted in the context of these material, political and ideological forces. A quarter of the semester is concerned with the period since 1945.

John Tutino

David Northrup

HS 059-060 Rise of Europe: East/West (F: 3-S: 3)

Today the oil wealth of the Middle East seems to threaten the West—such a fear is not completely new. In 1500 Europe also trembled before the power of a Middle Eastern power, the Ottoman Empire. Over the centuries Europe built a resilient system of states, introduced scientific and technological innovations, fostered economic growth, and expanded its territory overseas. By the beginning of the twentieth century Europe was all-powerful. What have been the factors behind Europe's rise to power during this early period? What has undermined Europe subsequently?

Benjamin Braude

HS 067-068 The West and the World: Asia and the Americas (F: 3-S: 3)

This course examines the dramatic changes in European political, economic, and cultural life since 1500, and Europe's expansion overseas. The first semester will concern primarily European expansion in the Atlantic basin, while in the second semester attention will shift to the impact of Western imperialism in Asia and the Pacific basin.

Karen Spalding

Mrinalini Sinha

HS 081-082 Europe Since 1500 (F: 3-S: 3)

This two-semester survey examines the development of European life and culture from the Renaissance. The first semester will end at the French Revolution, while the second semester will continue the story to the contemporary world.

The Department

HS 093 Europe 1500 to 1789 (S: 3)

A reverse sequence section of the Core. This is the *first* half of the history Core, although taught in the second semester.

The Department

HS 094 Europe 1789 to the Present (F: 3)

This second part of the two-semester history Core sequence is offered in the fall term, and is designed for students who have completed the first half of the Core (any odd-numbered history Core course), and who wish to continue their history Core in the fall term.

The Department

Undergraduate Electives for Non-Majors

All courses above 100 require as a prerequisite the successful completion of the Core (HS 001-002 through HS 094). Most of the following electives, though taught as year courses, may be taken for one semester only. Students should consult the Department or the individual professor for advice.

HS 104 American Presidency (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

In November 1992 the American people will go to the polls to elect their next President. Against the backdrop of this exercise in popular government, this course will examine the historical roots of the modern Presidency. Although we will go back to the 18th century origins and 19th century experiences of the Executive Branch, our focus will be on the 20th century, particularly the

years since Franklin Roosevelt first took over the office in 1933. Among the topics to be covered are: the control of foreign policy (including covert operations), economic decision-making, executive privilege, impeachment, and the role of the media.

Mark Gelfand

HS 108 Great American Courtroom Battles (S: 3)
Prerequisites: Any two semesters of HS 001 through HS 094.

The American courtroom sometimes has been the forum in which important issues of morality and politics are thrashed out publicly. From the murder trial of Lizzie Borden in 1892, to the "Black Sox" Scandal, to the court-martial of Lt. William Calley, matters of historic significance have been articulated by lawyers and followed closely by an interested public. The cases selected for this course will be analyzed as examples of American values and problems during the time the trial occurred.

Alan Rogers

HS 109 Conflicts in the Middle East (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

What are the roots of the many conflicts which afflict this region today? In this course you are introduced to the causes for such conflicts as the Arab-Israel dispute, the civil strife in Lebanon, the Iran-Iraq war, the struggle between Greece and Turkey over Cyprus, and Great Power clashes in the region. Among the topics to be analyzed are the roles of religion, nationalism, ethnic identity, economics, geo-political strategy, and personality in determining the course of disputes. Not normally available for major credit. This is a course for non-majors.

Benjamin Braude

HS 111 The War in Vietnam (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

After a brief survey of Vietnamese history with particular emphasis on the French colonial period, this course will examine U.S. involvement in Vietnam from 1945 to 1975. It will use as its central core the thirteen-part PBS series on Vietnam, one segment of which will be shown during one class period each week. Lectures will be topical and include discussions of political and religious elites in South Vietnam, the distinctions between post-colonial nationalism and international communism, differences in leadership styles and their implications, this war compared to other U.S. wars, draft-resistance and desertion, anti-war activism in the U.S. and the literature and art of the war. Guest lecturers will occasionally appear.

Carol M. Petillo

HS 117-118 American Heritage (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001-002 through HS 094.

A survey of the major events of American history from the pre-Columbian period to the present. Covers the political system, emergence of an industrial society, the role of immigrants, minorities, and women in American society, and the international role of the United States. For non-majors.

Andrew Buni

HS 136 Legends of History (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will study the impact of non-rational beliefs upon the men and events of each

period and examine their causes down to the present. Stress will be placed upon the lives and roles of the more famous astrologists, oracles, chimorancers, sorcerers, and alchemists. The causes of manifestations such as witchcraft, vampirism and lycanthropy will be examined. A portion of this course will be devoted to folkloric beliefs and their historical relevance. The literary interpretations of such myths will be included.

Radu Florescu

HS 153 History of China (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of Chinese history, from the Classical Age to the present, with emphasis on ideas and institutions, and with attention also to social, political and international developments.

Silas Wu

HS 154 History of Modern Japan (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of modern Japanese history from the 17th century to the present. Major subjects include: legacy of the Tokugawa era, the Meiji Restoration, rise of ultranationalism and militarism, World War II, occupation and post-war recovery and its spectacular recovery as well as Japan's current status and problems as a super economic power. One third of the semester will be devoted to class discussions on salient aspects of Japanese society, politics and government, as well as business ethics and practices.

Silas Wu

HS 181-182 American Civilization (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. Based upon a sound foundation of the framework of American history, this course will give students insights into the institutions, society, economy, and ideas upon which American Civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

The Department

HS 192 (EC 396) (PO 520) (RL 300) The European Experience (Summer: 3)

See the course description for this special summer program under PO 520.

Rev. Francis Murphy

HS 203 Nationalism and Inter-Ethnic Conflicts in Europe (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will study the rise of national sentiment, ethnicity and irredentism and their impact on international relations from 1870-1970, during the inter-war, fascist and communist periods and following the downfall of communism. Study of the earlier period will provide examples of the manner in which international diplomacy helped lessen such tensions. Following an analysis of the origins of critical areas of conflict (the Serb-Croat war; the Romanian-Hungarian; the Czech and Slovak controversy, etc.) students will be encouraged to write papers emphasizing the role and responsibilities of the historian in helping lessen such tensions and eventually provide solutions to existing ethnic or religious problems. Special at-

tention will be given to the relevancy of international law and international institutions, "minority rights," and the idea of federation or confederation.

Radu Florescu

HS 207 (TH 308) Islamic Civilization in the Middle East (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Islam has been a dominant element in the Middle East since Muhammad first preached in Mecca at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries down to the Ayatollah Khomeini in our own day. What have been the major achievements of this religio-centric culture at the strategic cross-roads of Asia, Africa, and Europe? This course seeks to answer these and other related questions as it explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.

Benjamin Braude

HS 211 European Unification (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will examine the process of European unification as embodied in the development of the European Community. The historical context out of which the present European Community has emerged will be studied in its various stages — early aspirations; World War II, the Resistance ideals, the European Coal and Steel Community, the Treaty of Rome and the European Economic Community. More recent concerns such as DeGaulle's concept of Europe, Expansion vs. Political Integration, Defense, External Relations, Eurocurrency and the prospects for further European unification will be concretely considered as well.

Rev. Francis Murphy

HS 217 History of Transylvania (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Transylvania represents a Switzerland of the Balkans because of the diversity of peoples, religions and cultures (Germans, Romanians, Hungarians, Slavs, Szekelys as well as Orthodox, Lutherans, Calvinists, Unitarians, etc.) For the student of history the area is of particular interest for its Central and East European cultural, economic and social cross currents. A transition zone between the Thracian and Roman world, the region lies at the forefront of the anti-Ottoman crusades. It was profoundly affected by the twin currents of both Renaissance and Reformation as well as the Enlightenment of Josephinism. The ideals of the French revolution also found an echo. Romanian nationalism traces its cultural latinist origin to that land. During the 19th century Transylvania becomes "the Alsace-Lorraine of Eastern Europe," and one of the principal reasons for Romania's participation in the First World War. The interwar period introduces the diplomacy of Hungarian revisionism, the Nazi period that of Hungarian dictatorship, while the post-war socialist period alternates between the concept of communism, internationalism and the revival of traditional tensions between Hungarians and Romanians.

Radu Florescu

HS 218 Georgian Civilization (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A comprehensive look at Georgian England, with emphasis on cultural and social history, and just enough political background to provide context and continuity. Major topics will include architecture, painting, landscape gardening, furniture and decorations, theater, music, and literature.

Thomas W. Perry

HS 221 France from Napoleon to the First World War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Beginning with an investigation of France's condition as it emerged from the great Revolution, the course will continue with Napoleon's liquidation of the Revolution and then trace the revolutionary legacy as it worked itself out in the political and social movements of the nineteenth century. The story of French economic development will be interwoven with the turbulent political and social history of the succeeding monarchies, empires, and republics, and the intervening revolutions of 1830, 1848, and 1870–71. The course will conclude with an examination of France on the eve of the First World War.

Paul Spagnoli

HS 229 History of Modern Italy (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course studies the cultural, social, intellectual, and political developments which shaped Italy from the Risorgimento of the 19th century through Mussolini's Fascism to the modern republic.

Alan Reinerman

HS 234 Emergence of Mass Consumer Culture (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will locate the historical development of consumer culture as a central problem in twentieth-century U.S. popular culture. Lectures and discussions will focus on the tensions between producers' intentions and consumers' appropriations in cultural sites such as amusement parks, dance halls, vaudeville, burlesque and movie theaters, radio, television, advertising. The changing meaning of work and leisure and the process by which consumer culture constructs racial, class, and gender identities will be continuing questions throughout the semester.

Judith Smith

HS 236 Parents and Children in European History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course examines historically the idea of childhood and evolving views on the relation between parents and children in European history. There will be a particular emphasis on the crucial intellectual formulations of the Early Modern period—in Locke and Rousseau, for instance—and how these paved the way for more modern conceptions—such as those of Dickens and Freud. Readings in cultural and intellectual history will be used to explore social values and ideals, drawing on works of philosophy, literature, and psychology.

Lawrence Wolff

HS 241 Historical Construction of Gender (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

How did late nineteenth and twentieth century American society construct norms of "manliness" and "womanliness"? How did expectations of what it meant to be a man and to be a woman change as part of the historical transformations of work, the family, and community life? How did class, ethnic, and racial identity shape conceptions of gender? How did children learn how to be a woman, how to be a man? Topics will include the sexual division of labor among white farming families; commercial-industrial change and the creation of the ideology of separate spheres; slavery and patriarchy; sexuality and state regulation; sexual mixing and sexual distance in popular culture; the rising emphasis on heterosexuality and the sexual revolution; sexuality and consumerism.

Judith Smith

HS 249 (FA 296) (RL 294) Italy: Art Literature, History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This is an interdisciplinary course in which lectures by professors from three departments will be presented in English. The history and culture of two cities—Florence and Rome—will be studied with emphasis on political, socio-economic, and cultural topics for the Medieval and Renaissance periods.

Scott Van Doren

HS 253 Law and American Society (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and utilized it to achieve their vision of a good society.

Mark Gelfand

HS 267 Modern Latin America (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II, and the revolutionary challenges in Cuba and Central America.

John Tutino

HS 268 Colonial Latin America (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course is a survey of the origins of the societies of Latin America, defined as that part of the Western Hemisphere controlled by Spain and Portugal, from the sixteenth to the nineteenth centuries. The focus of the course will be on the

development of a Latin American culture out of the interactions between the three major cultural traditions that make up Latin American society today: the Amerindian, the European, and the African. The relationships among those three traditions, within the European world system of which they were a part, underlie the social, political and intellectual patterns shared by the new states that emerged in the nineteenth century. We will be particularly concerned with comparing and contrasting the various forms taken by the institutions and the social and political systems of the different regions of Latin America.

Karen Spalding

HS 272 (PO 080) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and with special emphasis on the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented.

Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science *or* History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)

Donald Carlisle
Raymond McNally

HS 273 Gorbachev And After (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will trace the origins and course of the recent changes in the former Soviet Union and attempt to place them in historical context. After a brief survey of the high points of Soviet history, we will explore the origins and outlook of the Gorbachev and Yeltsin generation of Soviet leaders and see how the political and economic systems have been reformed to date. We will examine parallels between the current situation in the former Soviet Union today and the 1960s in the U.S. and see how the Soviet Union is currently dealing with problems facing all industrial nations today, like the arms race and nuclear arms control, environmental pollution, ethnic minorities, women's liberation, the generation gap, the upbringing of the younger generation and the maintenance of sustained economic growth and a decent living standard for the average citizen during the Third Industrial Revolution, when business enterprise has become truly global, out of control of national states.

Roberta Manning

HS 276 (BK 288) Eastern Africa (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

An interdisciplinary survey of the cultural, political, and economic history of the region of eastern Africa (a thousand miles above and below the equator) from the evolution of the first humans in remote antiquity to the present. The course describes how Africans adapted to the region's diverse ecology and how they interacted with the outside world from the time of ancient Egypt through medieval Islam and modern European colonizers. It concludes by examining problems of political unity, economic develop-

ment, and AIDS and by exploring how contemporary eastern Africans are drawing on their triple heritage of African, Islamic, and European cultures in Sudan, Ethiopia, Somalia, Kenya, Zaire, Uganda, Tanzania, Zambia, Malawi, Rwanda, Burundi, and Djibuti.

David Northrup

HS 283-284 (BK 104-105) Afro-American History (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, development of black institutions, and emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.

Karen Miller

HS 299 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Director of Undergraduate Studies; any two semesters of HS 001 through HS 094.

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Chairperson. Lists of faculty members and their fields can be obtained from the Department.

The Department

Courses numbered HS 300 are open to History majors and required of majors in the class of 1995 and on. The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to write a major research paper using pre-selected documented material.

HS 300.01 The Study and Writing of History: Britain, the U.S. and the Cold War (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

A close study of the interaction of Britain and the United States in the first years of the cold war, 1945-1951, this course will ask students to work with the major published collections of British and American foreign policy documents available in O'Neill library. After reading and discussing one or two general studies of the period, students will choose specific research topics (e.g. the Marshall Plan, the Korean War, the division of Germany) and spend the rest of the semester analyzing them with the aim of producing a paper based on primary sources.

Peter Weiler

HS 300.02 The Study and Writing of History: Gender, Race and Empire (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

Our aim in this course will be to analyze the ways in which the politics of gender and race were shaped and in turn shaped the imperial enterprise. We will begin with the assumption that just as colonial policies defined the society and culture of the colonial regions, so did the policies and practices necessitated by the conditions in the

colonies define the culture of the imperial center. Keeping this in mind, we will examine the construction of collective racial and gendered ideals in a variety of source materials from British popular culture in the nineteenth century, during a period that historians have called the "Age of Empire." In working with some of these historical source materials we will not only learn to identify the many connections and continuities between metropolitan and peripheral cultures, but we will also learn about the different kinds of sources that are available to the historian of empire.

Mrinalini Sinha

HS 300.03 The Study and Writing of History: Blacks in Boston (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

Karen Miller

HS 300.04 The Study and Writing of History: Constantinople and Its Empire (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

Why did the emperor Constantine transfer the capital of the Roman Empire to Constantinople in 330 A.D.? How important was it as the center of medieval "Byzantium," surviving for more than a thousand years? Why did it finally fall to the Ottoman Turks in 1453? These and other questions will be considered by reading in translation primary sources that focus on the city's role as the center of Christendom in the East. The monuments and topography of the city are also considered, since they provide a kind of historical evidence that must not be overlooked. Constantinople (modern Istanbul) is a city that must be studied to be appreciated, which is what this course attempts to do.

John Rosser

HS 300.05 The Study and Writing of History: Cuba (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

This section of HS 300 will introduce students to the practice of history and the use of primary, or original sources. We will do this by concentrating on a particular country: Cuba, a Latin American republic with a long, if not always friendly, relationship with the United States. In this class, we will concentrate on the nineteenth century, when diplomats, investors, and entrepreneurs from this country left detailed observations of the country that are contained in the records of the U.S. Department of State. During the first part of the course, we will read and discuss selected secondary materials on some of the major themes of this period in Cuban history. By the end of this period, students will select a topic that can be researched in the reports contained in the State Department records. The remainder of the term will be devoted to the preparation of a research paper using these sources. Students who can demonstrate a reading knowledge of Spanish can select a topic using primary sources in that language. Students will present their topics and proposal as well as a first draft of their paper, to the other members of the course.

Karen Spalding

HS 300.06 The Study and Writing of History: Paul Goodman and the Course of Practical Utopia (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094; history major status.

This course will seek perspective on mid-twentieth century America through the writings of Paul Goodman, a uniquely versatile novelist, poet, linguistics scholar, psychologist, city planner, critic of education, and political activist. Our focus will be on Goodman's preoccupation with the perennial American effort to find how utopian thought and practical activity can be joined.

Alan Lawson

HS 303 The Rise of Modern China (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of political, social and intellectual history from 1600 to the May Fourth Movement (Intellectual Revolution) around 1919 with special attention to Western impact on China's domestic development from the mid-nineteenth to the early twentieth century.

Silas Wu

HS 304 20th-Century China (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of the political, social and intellectual history of China in the twentieth century. The first half of the course will cover the period of the Republic of China from 1912 to 1949; the second half will cover the history of the People's Republic of China from 1949 to the present. Major topics are: The May Fourth Movement, the relationship between the Nationalists and the Communists; Japanese imperialism and the War of Resistance; the growth of Chinese communism and Civil War; Maoism and the cult of Mao; the Cultural Revolution; and China's struggle to modernize in the post-Mao era.

Silas Wu

HS 305 Mao and the Communist Revolution in China (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A study of the Chinese Communist Revolution starting from its founding to the present with special emphasis on the personification of Mao in Chinese Communism. The first half of the course will cover the pre-1949 years including Mao's early experiences in Hunan, the Long March, ideology and strategies during the War and the Civil War; the second half will cover the post-1949 period under the People's Republic. Attention will also be given to the desanctification of Mao after 1976 under the leadership of the pragmatists.

Silas Wu

HS 307 Travelers and Spies in the Middle East: Lawrence of Arabia and His Colleagues

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will examine the motives of the travelers, the impact of their writings, and the policies and politics they sought to advance. Specific topics include: psychology of the traveler, works of travel as literature and history, the genre of travel literature; views of Islam, Arabs and Turks; the appeal of the East, response to and reception of the foreigner, Muslim travelers in the West, the romantic impulse for travel and the Industrial Revolution. Readings will be drawn largely from such writers as Lawrence himself, Richard Burton, Charles Doughty, Wilfrid Thesiger, and William Gifford Palgrave.

Benjamin Brande

HS 311 The African Slave Trade (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

From antiquity to the late nineteenth century black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves. The African slave trade is an excellent introduction to the changing geography, economics, and ideas of the modern world.

David Northrup

HS 314 (FA 327) Early Medieval Art in Ireland and Britain (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal-work of the sixth to ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic and Mediterranean worlds. Students will work on individual research projects.

Nancy Netzer

HS 326 History of Modern Iran (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

The primary objective of this course is to provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: major structural changes in the Iranian economy and society in the latter part of the 19th century; social and religious movements in the 19th century; the constitutional revolution of 1905–1911; the changing relations between Iran and the West; Iran's experience as a "modernizing" state, 1925–1979; the cultural roots and the social-structural causes of the Iranian Revolution of 1977–79; economic and political developments in Iran since the revolution; and Iran's current regional and international role.

Ali Banuazizi

HS 363 Modern India I: India Under the British (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

The recent spate of popular films ("Gandhi," "A Passage to India," "Heat and Dust") and television series ("The Jewel in the Crown") on India prompted the Indian-born writer Salman Rushdie to comment on the phenomenon of the "revival of the Raj" in the West. This course will try to understand the implications of this renewed interest by starting with an exploration of the myth and the reality of the British Raj or rule in India. This course is designed as an historical survey of British rule in India, from the take-over of India by the British Crown in 1858 to Indian independence in 1947. We will look at British colonial policy as well as at various responses to

colonial rule in India, such as the social and religious reform movements, peasant and anti-caste movements, the women's movement and the nationalist movement. We will also focus on the alternative to the Raj offered by the Indian nationalist movement which, especially under the leadership of M.K. Gandhi, had come to encompass the various other movements.

Mrinalini Sinha

HS 364 Modern India II: India After Independence (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Although "India Under the British" is not a requirement for taking "India After Independence," the latter is a continuation of the former which deals with the period leading up to Indian independence in 1947. This course focuses on the modern developments in the Indian nation after 1947. It begins with an evaluation of the ideological foundations of the modern Indian state and its ability to deal with the many challenges to its legitimacy. In this context we will study the threats posed by various regional and secessionist movements, the resurgence of virulent communal or religious ideologies and the increase in violence against backward castes and groups and against women. We will also examine the vitality of several grass roots social movements in India, most notably Dalit (backward caste) and peasant movements which are addressing a wide range of issues from economic and political empowerment to gender, caste and environmental issues.

Mrinalini Sinha

HS 392 Immigration Since 1900 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

An examination of "the new migration," 1890–1927; exclusion; hyphenated Americans (1927–1945); post-World War II "100% Americans;" the 1960s black-ethnic turmoil; the newest arrivals (Puerto Rican, Cuban, Mexican, Latin Americans, Southeast Asian), and the "undocumented" since the 1970s.

Andrew Buni

HS 394 The Age of Jackson (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

A study of the Jacksonian period of American History, with particular emphasis upon the way in which new political ideologies influenced changing patterns of thought in social, economic, and cultural affairs during the 1830s and 40s. Special consideration will be given to historical developments in New England and the Northeast.

Thomas H. O'Connor

HS 399 The Gilded Age (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of major political, social, economic, and cultural developments in the United States from 1877 to 1897. The course will focus on the aftereffects of national Reconstruction policy; the impact of industrialization and the philosophy of Big Business; the nature of literary and cultural standards during a period of conspicuous consumption; and the response of farmers, laborers, and immigrants that led to the Populist crusade.

Thomas H. O'Connor

HS 401 (TH 444) The Reformation (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century: How is a human being saved? What is the proper relationship between person and God? What is the status of earthly life in relation to eternal, heavenly life? How should human beings organize their knowledge and worship of God, their administration of the spiritual life? We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer — Protestant and Catholic, female and male, peasant and aristocrat. Thus the relationship between theology and religious experience will be an important theme of the course. We will also consider in some depth the impact of the Reformation on local religious life.

Virginia Reinburg

HS 406 Irish Society, Culture and Women 1848-1970 (F: 3)

Margaret MacCurtain

HS 418 (EN 500) Politics and Literature in 18th and 19th Century Ireland (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. Major works of Irish literature of this period will be considered in the light of their social and political origins, their subsequent effect on political conceptualization and action, and their place in the development of the Irish literary tradition. Among the writers to be considered are Swift, Merriman, Maria Edgeworth, William Carlton, Charles Kickham. This course is taught jointly with Professor Adele Dalsimer of the English Department.

Kevin O'Neill

HS 421-422 Modern England (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

After a look at the medieval background, the course will deal with the period from 1485 to the present. Emphasis will be mainly on political and constitutional history, but with attention to social and intellectual developments as well, and also to the British Empire of the 19th-20th centuries and British influence on the world at large.

Thomas W. Perry

HS 441-442 Rise of Modern Germany (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A two-semester survey of the political, cultural, economic, and intellectual factors which comprise the so-called "German Problem." This course will provide the historical background for understanding the current dilemma of German re-unification. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship up to contemporary developments.

John L. Heineman

HS 453 Russian History up to the Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond McNally

HS 454 Twentieth-Century Russia (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of Russian history from the 1905 and 1917 Revolutions to the present day, with an emphasis on the relation of social and political developments. Special attention will be paid to the Russian Revolution of 1917 and its causes, the NEP, the power struggle of the 1920s, women's liberation, the rise of Stalin, industrialization, collectivization, political terror, World War II, the Cold War, Khrushchev and de-Stalinization, the "normalcy" of the Brezhnev era, Gorbachev and Perestroika and the end of the Soviet period.

Roberta Manning

HS 462 High Middle Ages (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

The first half of this course will examine the reasons behind the appearance of a new and vital civilization in Europe during the twelfth century. This civilization was accompanied by the appearance of powerful feudal kingdoms, written government, ordered legal systems, universities, and scholasticism. The second half of the course will explore the problems that arose because of these developments, in particular heresy, anti-semitism, and aristocratic, popular, and communal revolts. Readings will include epics, romances, legal and commercial documents, crusader chronicles, a medieval auto-biography, and saints' lives.

Robin Fleming

HS 463 The End of the Ancient World: East and West (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

How was power acquired, lost, flaunted, and ultimately transformed in Late Antiquity? That is the focus of the course. Rome competed with a new imperial capital at Constantinople. Barbarian invaders settled in the West. New aristocracies competed with older ones. Power over the East was contested by Persians and Arabs. Holy men arose whose power sometimes equalled that of emperors and bishops. From the third to the eighth century, the Roman Empire broke apart, and was transformed in fundamental ways. The struggle for power, and its new manifestations is one way of looking at this transformation.

Robin Fleming

John Rosser

HS 466 Europe 1871-1914 (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will explore the development of Europe from the end of the Franco-Prussian War in 1871 to the outbreak of World War I in 1914, years when Europe had attained a position of unparalleled prosperity and world domination, but which ended disastrously with its plunge into

war in 1914. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity, and the rise of European domination of the world.

Alan Reinerman

HS 467 Sixteenth-Century Catholicism (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This is a lecture course dealing with the phenomenon commonly known as the Catholic Reformation. Topics will include lay confraternities, the new catechesis, Humanism and the reform of ministry, the Council of Trent, the new religious orders, Teresa of Avila, Carlo Borromeo.

John O'Malley, S.J., Gasson Professor

HS 468 Russian Intellectual History (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course is concerned with writings of significant Russian thinkers from the nineteenth and twentieth centuries, in particular, the relationship among their ideas and concrete social, economic and political changes in Russia.

Raymond McNally

HS 469 Intellectual History of Modern Europe (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course traces the main contours and various nooks and crannies in the development of thought and culture in Western Europe from the Age of the French Revolution to the present day. It examines the 19th century, moving from the decades (1800-1848) marked by idealist philosophies, romantic aesthetics and utopian social theories, to the triumph of positivism and the new religion of science between 1850 and the 1880s, and ending with the emergent crisis of Western culture at the century's close. Readings will include works by Hegel, Schopenhauer, George Sand, Flaubert, Mill, Nietzsche, Engels, Gustav LeBon, Oscar Wilde and André Gide.

Paul Breines

HS 470 Intellectual History of Modern Europe (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Although HS 469 is not a requirement for taking HS 470, the latter is a continuation of the former, which deals with the 19th century. This course focuses on the 20th. It begins with the cultural crises and transformations of the turn of the last century, especially the works of Freud, Einstein, and the Cubists, viewing these as the soil for the growth of what is now called post-modernism. It traces developments through World War I and its impact through the politicization of intellectuals in the 1920s and '30s, World War II, genocide, post-war affluence and anti-colonialism, to the 1960s upheavals and the subsequent emergence of post-modernist ways of experiencing. Attention is given to the formation of subcultures around the artistic avant-garde, the political "ultra-left," and gay and lesbian life in Europe.

Paul Breines

HS 488 The French Revolution (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A social and political history of France during the turbulent decade, 1789 to 1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-92, the rise of the radical Jacobins and the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.

Paul Spagnoli

HS 500 International Studies: Humanities Seminar (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A cross-cultural and interdisciplinary overview of how language and literature, religion and ideology, history and the fine arts shape human interaction across political and national boundaries. The course is intended as the coordinating seminar for students minoring in International Studies who are interested in topics that are primarily non-governmental and non-economic. During the first part of the course patterns of global humanistic communication and interaction will be introduced in readings, lectures, and discussions. In the second half students will prepare and present research papers on some aspects of cross-cultural humanistic studies.

David Northrup

HS 501 Roots of Revolution: Central America (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

The peoples of Central America have faced difficult revolutionary conflicts in recent decades. The nations of the region share common historical experiences from Spanish colonialism to twentieth-century U.S. economic expansion and political intervention. Yet the nations of Central America remain very diverse. National political systems vary, economic histories differ across regions within small nations, and sharp cultural diversities persist. This course explores comparatively the histories of Guatemala, El Salvador, and Nicaragua seeking an understanding of the origins of their diverse yet simultaneous revolutionary conflicts.

John Tutino

HS 503 The Civil War (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

An analysis of the Civil War in the United States from 1845 to 1877 in terms of the background and causes of the conflict, the principal military theaters of operation, and the main events of the Reconstruction period that followed the war.

Thomas H. O'Connor

HS 516 American Revolution (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course will analyze the political, social, and economic causes and consequences of the American Revolution. It is a course intended primarily for advanced history majors and graduate students.

Alan Rogers

HS 537 The United States Since 1929 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

This course is designed for history majors and others interested in the significant political, economic and social developments in the United States over the past half-century. The course will focus mainly on domestic affairs, but one of the themes will be the increasing role the United States played in world politics during this period. Among the topics to be covered are: the Great Depression; Franklin D. Roosevelt and the New Deal; World War II; the Cold War; the Red Scare; the civil rights movement; student protest in the 1960s; the struggle for sexual equality; Johnson, Nixon, Vietnam and the problem of the modern presidency; the contemporary crisis in the American economy and Reaganomics. One of the issues we will be examining throughout the course is the ability of American liberalism to meet our society's problems and its efforts to adapt to changing conditions.

Mark Gelfaud

HS 545-546 American Ideas and Institutions (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

Alan Lawson

HS 549-550 U.S. Military History (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

The military tradition in the United States is older than the country itself. Out of this tradition grow many of the ideas and assumptions which

still shape current military policy. This course will examine the military history, both in war and in peace, and the attitudes to which it gave shape, particularly emphasizing military leaders, institutional developments, and the social and political context in the years between 1607 and 1991.

Carol M. Petillo

HS 575 Concertworks in Europe and the United States, 1930-1945 (F: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

A survey of major works, most musical, created during the crisis years of the Great Depression and of World War II. The course will be built around compositions by Shostakovich, Prokofiev, Bartok, Kodály, Orff, Weill, Ravel, Stravinsky, Britten, Gershwin, Ellington, Basie, Holiday, Copland, Bernstein. Some of the ways in which the often traumatic experiences of the period may have affected cultural activity will be one of the central concerns of the course. Since many of the compositions were presented in collaborative productions, contributions by directors, choreographers, designers of stage and film productions, and others will be included in the course as subordinate topics. Each student will put together a collection of "images" from the period (on paper, in a sequence of slides, in a computer presentation, or in some other suitable format to be worked out in cooperation with the professor) corresponding "appropriately" to the "content" of one of the musical works and/or to the "context" in which it was composed.

Scott Van Doren

HS 691-692 Honors Project (F: 3-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Chairman of the departmental

Honors Committee no later than April 1st. All proposals for honors projects must be approved by that committee.

The Department

HS 694 Honors Thesis (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Students who have the approval of the Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (HS 691-692).

The Department

HS 695-696 Scholar of the College Project (F: 6-S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental honors committee.

The Department

HS 698 Scholar of the College Thesis (S: 3)

Prerequisites: Any two semesters of HS 001 through HS 094.

Students who are enrolled in an approved Scholar of the College Project (HS 695-696) will carry this course as the credit vehicle for the final thesis submitted to the Department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

HONORS PROGRAM

Director: Joseph Appleyard, S.J., Gasson 102

HP 001-004; 031-034 Western Cultural Tradition I-VIII (F: 6-S: 6)

All students in the Honors Program are required to take Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Cultural Tradition V-VIII (HP 031-034) as sophomores. These are two three-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English, and (for non-majors) Social Science. They are open only to students (about nine percent of the freshman class in A&S) who have been selected by the director in collaboration with the Office of Admission. All have been contacted by letter during the summer with instructions on registration.

Advanced Honors Seminars 1992-93

HP 103 Women, 20th-Century Theory, and the Western Cultural Tradition (S: 3) *Mary Joe Hughes*

HP 109 Dostoevsky (S: 3) *Richard Hughes*

HP 110 Literature and Medicine: The Human Experience (F: 3) *Helle Mathiasen*

HP 116 Political Literature and Cinema (F: 3) *Joseph Alpert*

HP 118 The Closing of the American Mind (F: 3) *John Michalczyk*

HP 123 Reconsidering the Canon: Structuralist Theory, Totalitarian Practice, and the Central European Response (F: 3) *David Borwinik*

HP 124 Conscience and Christendom (F: 3) *Mark O'Connor*

HP 125 Reading Joyce (S: 3) *Francis Sullivan S.J.*

HP 127 Autobiographical Literature (S: 3) *Joseph Appleyard, S.J.*

HP 128 Bureaucracy and Western Cultural Tradition (F: 3) *Susan Michalczyk*

HP 129 Law, Medicine, Ethics (S: 3) *John Joseph Burns*

HP 130 Musical Thinking (S: 3) *John Paris, S.J.*

HP 130 Musical Thinking (S: 3) *Peter Kugel*

NOTE: Normally H.P. seminars are restricted to students in the Honors Program. Other students interested in taking these courses should see the Director for permission.

HP 199 Readings and Research (F, S: 3)

HP 299 Senior Honors Thesis (F: 3-S: 3)

HP 399 Scholar of the College (F: 6-S: 6)

L I N G U I S T I C S

The description of the major program in General Linguistics appears under the *Department of Slavic and Eastern Languages*.

M A T H E M A T I C S

FACULTY

Jenny A. Baglivo, *Professor*; B.A., Fordham University, M.A., M.S., Ph.D., Syracuse University

Gerald G. Bilodeau, *Professor*; A.B., University of Maine; A.M., Ph.D., Harvard University

Richard L. Faber, *Professor*; B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Margaret J. Kenney, *Professor*; B.S., M.A. Boston College; Ph.D., Boston University

John H. Smith, *Professor*; A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Joseph A. Sullivan, *Professor*; A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Paul R. Thie, *Professor*; B.S., Canisius College; Ph.D., University of Notre Dame

Robert J. Bond, *Associate Professor*; A.B., Boston College; Ph.D., Brown University

Daniel W. Chambers, *Associate Professor*; A.M., Ph.D., University of Maryland

Richard A. Jenson, *Associate Professor*; A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor*; A.B., Boston College; Ph.D., Indiana University

Charles Landraitis, *Associate Professor, Chairperson of the Department*; A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Harvey R. Margolis, *Associate Professor*; M.S., Ph.D., University of Chicago

Rennie Mirollo, *Associate Professor*; B.A., Columbia College; Ph.D., Harvard University

Nancy E. Rallis, *Associate Professor*; A.B., Vassar College; M.A., Ph.D., Indiana University

Ned I. Rosen, *Associate Professor*; B.S., Tufts University; M.A., Ph.D., University of Michigan

John P. Shanahan, *Associate Professor*; B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Robert H. Gross, *Assistant Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

Joseph F. Krebs, *Assistant Professor*; A.B., A.M., Boston College



PROGRAM DESCRIPTION

The mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in mathematics as well as for graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

The following courses or their equivalents are required for the major: MT 063, Mathematical Analysis and the Computer; MT 102–103, Calculus (Math/Science Majors) I, II; MT 202–203, Multivariable Calculus I, II; MT 216–217, Abstract and Linear Algebra I, II; MT 302, Introduction to Analysis; and three MT electives numbered between 400 and 499 or above 800. At least one of the following must be included in the three electives: MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860. A grade point average of at least 1.667 is required for courses fulfilling the major.

MT 063 and MT 102–103 are normally taken in the freshman year, MT 202–203 in the sophomore year, and MT 302 in the junior year. MT 216–217 is normally taken in the sophomore year. Well-prepared students can omit some of these courses and be placed directly into more advanced courses upon the recommendation of the Chairperson. However, students placing out of the first calculus course are required to substitute MT electives (between 400 and 499, or above 800) for the omitted course(s).

Generally, majors take more mathematics courses than the minimum required for the major. The Department also strongly recommends that its majors take courses in Physics or in some other area that uses a substantial amount of mathematics and is outside of the Department of Mathematics.

The Department offers to qualified students the opportunity to graduate with Departmental Honors. For this a student must: (a) complete successfully MT 312–313, MT 316–317; (b) complete successfully at least six other courses at the level of 400 or above including at least one two-semester course from among MT 814–815, MT

816–817, MT 840–841, or MT 860–861, and at least one elective from among MT 430, MT 435, MT 445, MT 451, MT 816, MT 840, MT 860; at least three of the six electives must be non-computer courses; i.e. not among the courses MT 500–599; (c) maintain at least a B average in the courses listed in (a) and (b); (d) complete the Honors Seminar, MT 694–695, in the senior year.

Departmental Honors

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Core and Service Courses

The Mathematics Department offers various service courses to meet special needs. In particular, there are course sequences in mathematics designed for science majors (MT 102, 103, 202, 305), for biology majors and pre-medical students (MT 100–101, 200–201), for Carroll School of Management students (MT 172–173), and for School of Education students (MT 190–191, 290, 291). All of these courses satisfy Core requirements for students in the College of Arts and Sciences. Students in other schools should familiarize themselves with the Core requirements of these schools before electing courses in mathematics.

Other Core courses are offered for students with less specialized needs. Courses such as MT 004–005, Finite Mathematics, MT 006–007, Ideas in Mathematics, MT 008, Introduction to Computers and Programming, and MT 014–015, Calculus for the Non-Science Major, are designed especially for humanities and social science majors, and for School of Education students seeking to develop a broad background in mathematics.

There are several introductory calculus courses and course sequences: MT 014–015, MT 100–101, MT 110–111, MT 173, MT 184, MT 102–103, and MT 112–113. They vary in content and purpose. Some are targeted at specific groups of students. A selection should be based on a read-

ing of the course descriptions and the mathematics requirements of the student's intended program of study. In some cases the student will take MT 010, Pre-Calculus Mathematics, before undertaking a calculus sequence. However, most students will be able to proceed directly to a calculus sequence.

After completing any course or course sequence numbered below MT 200, additional courses should generally be selected from those numbered above MT 200. Students are advised to obtain approval at the Mathematics Office, Carney 318, before departing from this rule, since credit toward graduation cannot be granted for any mathematics course overlapping substantially with one previously completed.

COURSE OFFERINGS

MT 004–005 Introduction to Finite Mathematics I, II (F: 3–S: 3)

This course sequence is for students in the humanities, social sciences, and the School of Education. The objective is to expose the student to mathematical ways of thinking and to the relation of mathematics to real world problems. Topics include set theory, finite probability theory, vectors and matrices, linear programming, and Markov chains.

MT 006–007 Ideas in Mathematics I, II (F: 3–S: 3)

This course sequence is for students in the humanities, social sciences and the School of Education. It is designed to introduce the student to the spirit of mathematics, its beauty and vitality, and to challenge him or her to do mathematics. Topics vary, but may be chosen from elementary number theory, geometry, and graph theory.

MT 008 Introduction to Computers and Programming (F, S: 3)

This course is for students in the humanities and social sciences. The student will learn how to program at an elementary level using the BASIC language. Through use of the language, the student will be led to an appreciation of the power and versatility of the computer as a general problem solving tool. In addition, some of the following topics will be discussed: history of the computer, computer organization, representation and storage of data, peripheral devices, files, other programming languages.

MT 010 Pre-Calculus Mathematics (F, S: 3)

This is a one-semester course designed for students who wish to take an introductory calculus course, particularly MT 100 or MT 173, but have an inadequate background in high school mathematics. Other students should proceed directly to the appropriate calculus course. Topics include functions and graphs, exponential and logarithmic functions, and trigonometry.

MT 014–015 Calculus (Non-Science Majors) I, II (F: 3–S: 3)

This course sequence is for students in the humanities, the social sciences and the School of Education. It includes a discussion of standard topics in differential and integral calculus. The treatment of the derivative includes the differentiation of algebraic and transcendental functions along with applications. The study of the integral includes a brief survey of methods of integration

together with applications. A short discussion of analytic geometry is included where required. The approach is informal and concrete rather than rigorous and theoretical.

Students with a strong secondary school background or who may wish to take additional courses in mathematics should consider MT 100 or MT 110 instead of MT 014. MT 014 is not open to students who have completed a calculus course at the college level.

MT 063 Mathematical Analysis and the Computer (S: 3)

This course is open only to mathematics majors.

This course is intended to give the student an introduction to computers and programming and to demonstrate the use of the computer in solving mathematical problems. In addition, it is intended to enhance and supplement the calculus courses for mathematics majors by using the computer to illustrate theoretical concepts and to present additional theory and applications. Theory and applications will involve areas selected from the following: numerical calculus, number theory, discrete mathematics, computer science, and probability theory.

MT 100–101 Calculus I, II (F, S: 3–F, S: 3)

Prerequisite: Trigonometry

This is a course in the calculus of one variable intended for biology, economics, and premedical students, but open to all who are qualified. Students who have completed a year course in calculus at the secondary level should consider the accelerated version of this course, MT 110–111. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications. MT 100 is not open to students who have completed a calculus course at the college level.

MT 102–103 Calculus (Math/Science Majors) I, II (F: 4–S: 4)

This course sequence is for students majoring in mathematics, chemistry, geology, geophysics, computer science, or physics. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, integrals, applications of the derivative and integral and sequences and series. MT 102 is not open to students who have completed a calculus course at the college level.

MT 110–111 Calculus/Accelerated (F: 3–S: 3)

This course is an accelerated version of MT 100–101, and is designed for students who have had the equivalent of a one-year course in Calculus in secondary school. Topics include those listed for Calculus I and II plus sequences and series and conic sections. MT 110 is not open to students who have completed a calculus course at the college level.

MT 172 Finite Mathematics for Management Sciences (F, S: 3)

A survey of applied finite mathematical techniques useful for management students. Topics include rules of summation, linear systems and inequalities, linear programming (graphical solution), mathematics of finance, set theory and counting, elementary probability theory, and the applications of these topics in business and economics. Not open to students who have completed MT 005.

MT 173 Calculus for Management Sciences (F, S: 3)

A survey of one-variable calculus, primarily for students in the School of Management. Topics include differentiation of elementary, exponential, and logarithmic functions, curve sketching, applied optimization, and integration. Applications to business and economics will be stressed. Students who may wish to go on in calculus should elect another course. MT 173 is not open to students who have completed a calculus course at the college level.

MT 182 Finite Mathematics for Management Sciences (Honors)

This course is an honors version of MT 172. Topics covered are the same as in MT 172, but the material is covered in more depth. Not open to students who have completed MT 005. *Not offered 1992–93*

MT 184 Calculus for Management Sciences/Accelerated

This course is an accelerated version of Calculus for Management Sciences, MT 173, and is designed for students who have had the equivalent of a one-year course in calculus in secondary school. The calculus of functions of one variable is thoroughly reviewed in one semester. Not open to students who have completed a calculus course at the college level. *Not offered 1992–93*

MT 190–191 Mathematics for Teachers I, II (F: 3–S: 3)

This course has been designed for those who plan to teach mathematics in grades K–9. The emphasis is on the *content* of mathematics in the emerging K–9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

MT 200–201 Intermediate Calculus I, II (F: 3–S: 3)

Prerequisite: MT 100–101

This course sequence is a continuation of MT 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, infinite series, and an introduction to differential equations.

MT 202 Multivariable Calculus I (F, S: 4)

Prerequisite: MT 102–103 or MT 110–111

This course is a continuation of MT 102–103 or MT 110–111 for those students majoring in mathematics, chemistry, geology, geophysics or physics. Topics include vectors in two and three dimensions, analytic geometry of three dimensions, curves and surfaces, partial derivatives and multiple integrals.

MT 203 Multivariable Calculus II (F, S: 3)

Prerequisite: MT 202 or MT 113

This course is a continuation of MT 202 for mathematics majors. Topics include the calculus of vector fields, line and surface integrals, differential equations and additional topics as time permits.

MT 215 Elementary Linear Algebra

This course is designed to satisfy the needs of students wanting an elementary introduction to matrix theory and linear algebra. This includes students in the natural sciences, social sciences, and the Carroll School of Management. Topics include matrices, vector spaces, determinants, linear equations and applications. There are no prerequisites although some college level mathematics is desirable. *Not offered 1992–93*

MT 216–217 Abstract and Linear Algebra I, II (F: 3–5: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of algebraic structures and linear algebra. Topics include logic, sets, mappings, the integers, rings, fields, vector spaces, basis and dimension, systems of linear equations, linear transformations, matrices, eigenvalues and inner product spaces.

MT 243 Foundations of Discrete Mathematics (F: 3)

Prerequisite: One year of college mathematics.

This course introduces students to the fundamental notions of discrete mathematics. The rudiments of set theory and mathematical reasoning will be studied and the student will become conversant with both the language and methods of proof employed in discrete mathematics. Mathematical structures to be covered include orderings, matrices, and Boolean algebras.

MT 244 Discrete Structures and Applications (S: 3)

Prerequisite: MT 243 or MT 216

The objective of this course is to develop proficiency in solving discrete mathematics problems in the areas of enumeration, finite probability, and graph theory. Topics include permutations, combinations, counting methods such as the pigeon-hole principle and the inclusion-exclusion principle, finite probability theory, graph theory, and possibly recurrence relations and generating functions.

MT 290 Number Theory for Teachers (F: 3)

Prerequisite: MT 090–091

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

MT 291 Geometry for Teachers (S: 3)

Prerequisite: MT 090–091

This course is intended to fill a basic need of all teachers of grades K–9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.

MT 302 Introduction to Analysis (F: 3)

Prerequisites: MT 203 and either MT 216 or MT 316

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102–103. It will cover algebraic and order properties of the real numbers, least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences and series. Definitions and proofs will be stressed throughout the course.

MT 305 Advanced Calculus (Science Majors) (S: 4)

Prerequisite: MT 201 or MT 202

Topics include: linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, solutions of the diffusion and wave equations in several dimensions, the basic properties of the Laplace transform with applications.

MT 312–313 Introduction to Analysis (Honors) (F: 3–5: 3)

Prerequisites: MT 203 and MT 316

This course is a two-semester honors version of MT 302. It will cover the same topics as MT 302 but in more depth and will also cover additional topics in the second semester such as metric spaces and the Lebesgue integral.

MT 316–317 Abstract and Linear Algebra (Honors) I, II (F: 3–5: 3)

This course is a two-semester honors version of MT 216–217, with similar content.

MT 410 Differential Equations (F: 3)

Prerequisite: Linear Algebra and MT 203

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be: first order linear equations, second order linear equations, general n th order equations with constant coefficients, series solutions, special functions.

MT 414 Numerical Analysis (S: 3)

Prerequisite: MT 201 or MT 203, and a programming course, such as MT 063, MT 550 or MC 140

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

MT 420 Probability and Statistics (S: 3)

Prerequisite: MT 201 or MT 202

This course is introductory but assumes a calculus background. It is open to any mathematics or science major who has not taken MT 426. Its purpose is to provide an overview of the basic concepts of probability and statistics and their applications. Topics include probability functions over discrete and continuous sample spaces, independence and conditional probabilities, random variables and their distributions, sampling theory, the central limit theorem, expectation, confidence intervals and estimation, hypothesis testing.

MT 426 Probability (F: 3)

Prerequisite: MT 202

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random vari-

ables, weak law of large numbers, central limit theorems and conditional distributions.

MT 427 Mathematical Statistics (S: 3)

Prerequisite: MT 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

MT 430 Introduction to Number Theory (S: 3)

Prerequisite: MT 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

MT 435–436 Mathematical Programming I, II (F: 3–5: 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and nonlinear programming.

MT 445 Applied Combinatorics (F: 3)

Prerequisites: A year of calculus and a course in linear algebra, abstract algebra or multivariable calculus.

This course introduces graph theory and enumeration theory with an emphasis on problem-solving. Topics include graphs, trees, counting methods for arrangements and selections, inclusion-exclusion, generating functions and recurrence relations. Representative applications to other areas, such as geometry, probability, computer science, operations research and recreational mathematics will be included. One or more additional topics may be introduced as time permits. Not open to students who have completed MT 244.

MT 451 Euclidean and Non-Euclidean Geometry (S: 3)

Prerequisite: MT 201 or MT 202, or the equivalent.

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.

MT 452 Differential Geometry and Relativity

Prerequisite: MT 203 and MT 215 or MT 217, or the equivalent

An introduction to the differential geometry of surfaces and to the special and general theory of relativity. Topics include curves in the plane and 3-space, the first and second fundamental forms of a surface, curvature, geodesics, Riemannian manifolds, inertial reference frames, the postulates of relativity, relativity of simultaneity, Lorentz geometry, the equivalence principle, gravity as spacetime curvature, the field equations, the Schwarzschild solutions, the consequences of Einstein's theory. *Not offered 1992-93*

MT 470 Mathematical Modeling (F: 3)

Prerequisites: MT 202, MT 217

Mathematical Modeling is the process of applying mathematical techniques to resolve practical problems. Steps involved include 1) the identification of a particular problem; 2) the making of assumptions and the collection of data; 3) the formulation of a specific mathematical problem; 4) the resolution of the problem; and 5) the translation of this solution into a practical course of action. Model construction and its various components will be demonstrated by means of examples and exercises and students will be actively engaged in the modeling process through individual and group projects. Special modeling techniques as, for example, curve fitting, dimension analysis, and simulation, will be discussed along with important model types such as optimization problems, queues, and interactive dynamic systems.

MT 480 Mathematics Seminar (F: 3)

Prerequisite: MT 217 or permission of the instructor.

Topics of this one-semester seminar course vary from year to year according to the interests of faculty and students. With department permission it may be repeated. Topic for fall, 1992: dynamical systems.

MT 490 Reading and Research in Algebra (F, S: 3)**MT 491 Reading and Research in Analysis (F, S: 3)****MT 492 Reading and Research in Geometry (F, S: 3)****MT 493 Reading and Research in Number Theory (F, S: 3)****MT 494 Reading and Research in Operations Research (F, S: 3)****MT 495 Reading and Research in Probability/Statistics (F, S: 3)****MT 496 Reading and Research in Topology (F, S: 3)****MT 499 Reading and Research (F, S: 3)**

A reading and research course is open to a student on the recommendation of a member of the faculty and with the approval of the Chairperson or Assistant Chairperson. The student will work independently in some advanced or special area of mathematics under the guidance of a faculty member.

MT 550 (MC 140) Computer Science I (F, S: 3)

Prerequisite: Some computer experience, or permission of the instructor.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the language Pascal; good program design methodology will be stressed throughout. There will also be study of some basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

MT 551 (MC 141) Computer Science II (F, S: 3)

Prerequisite: Computer Science I.

In this course, students will write programs which employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principle emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), in terms of both their abstract properties and their implementations in computer programs, and the study of fundamental algorithms for manipulating these structures.

MT 566 Programming Languages

Prerequisites: MT 551 or MC 141

The course will focus on the essential concepts which are common to modern programming languages and the run-time behavior of programs written in such languages. By understanding these concepts and their implementations in the different languages the student will be able to evaluate the advantages and disadvantages of a language for a given application. Strong programming skills are required. Offered in alternate years. *Not offered 1992-93*

MT 568 Computer Graphics

Prerequisites: One year of college mathematics and MT 551 or MC 141

Computer graphics involves human-computer communication based on visual rather than textual representation. This course presents a broad introduction, with emphasis on software and interactive graphics. Topics include application programming, architecture of graphics systems, geometric algorithms, (such as clipping, transformations, and scan conversion), graphical input, and geometric modeling. If there is time, three-dimensional graphics will be introduced. Programming projects are in Pascal. Offered in alternate years. *Not offered 1992-93*

MT 572 (MC 260) Computer Organization and Assembly Language (F, S: 3)

Prerequisite: Computer Science II

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the CPU and memory, computer representation of numbers, the instruction execution cycle, traps and interrupts, implementations of arithmetic operations, complex data structures,

and subroutine linkage, and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

MT 577 Micracomputer Systems

Prerequisite: MT 572 or MC 260, or permission of instructor

This course is designed to investigate the complete programming environment of a microcomputer. Topics to be covered will be chosen depending on available hardware, but will normally include study of the following: a particular microcomputer operating system; memory management; microprocessor access to various I/O, graphics, and support chips; the construction of a disk operating system; and comparative evaluation of other microcomputer systems. *Not offered 1992-93*

MT 583 Algorithms (F: 3)

Prerequisites: Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

MT 585 Theory of Computation (S: 3)

Prerequisites: Computer Science II, and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines, undecidable problems, and computational complexity.

MT 599 Reading and Research in Computer Science (F, S: 3)**MT 694-695 Honors Seminar I, II (F: 1-S: 1)**

All seniors planning to graduate with Departmental Honors should register for this course, which is one credit each semester. In the seminar, students will carry out an independent reading or research project in some area of mathematics under the supervision of a faculty advisor. The student's project will be presented orally in the seminar and also as a written paper.

MT 804-805 Analysis I, II (F: 3-S: 3)

This course is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Open to undergraduates only with permission of the department.

M U S I C

MT 814–815 Theory of Functions of a Complex Variable I, II (F: 3–S: 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

MT 816–817 Modern Algebra I, II (F: 3–S: 3)

Prerequisite: An introductory course in modern or linear algebra.

This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

MT 840–841 Topology I, II (F: 3–S: 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

MT 860 Mathematical Logic

This course is a mathematical examination of the way mathematics is done: of axiom systems, logical inference, and the questions that can (or cannot!) be resolved by inference from those axioms. Specific topics will include the propositional calculus, first order theories, decidability, and Godel's Completeness Theorem. *Not offered 1992–93*

MT 861 Foundations of Mathematics

Prerequisite: An introductory course in mathematical logic or the consent of the instructor

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability and possibly recursive function theory. *Not offered 1992–93*

MT 899 Reading and Research (F, S: 3)**FACULTY**

T. Frank Kennedy, S.J., *Associate Professor, Chairperson of the Department*; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California

Thomas Oboe Lee, *Assistant Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Jeremiah W. McGrann, *Assistant Professor*; B.A., Austin College; Ph.D., Harvard University

C. Alexander Peloquin *Composer-in-Residence*

**PROGRAM DESCRIPTION**

The Department of Music offers courses in Western and non-Western musics—history, theory, composition, and performance to educate both listeners and musicians. All students, regardless of musical background, are welcome in any course, unless a prerequisite or consent of instructor is indicated.

The introductory courses give students a broad background in concepts, methods, and repertoires from which they may choose more specialized courses. Theory and performance courses focus on the technical tools of music, with Fundamentals of Music covering the basics as a prerequisite to Tonal Harmony, Jazz Harmony, Chromatic Harmony, and Counterpoint, as well as Instrumentation, Analysis, and the Seminar in Composition. Credit for performance is offered through Individual Instruction, Orchestra Practicum, Voice for Performance, and Improvisation, which are one-credit courses to be taken for three semesters in order to count for a full course credit. Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance both involve an extra fee.

In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

The Major in Music

A music major within a liberal-arts framework is broader than that offered by either a conservatory or a school of music.

In a liberal arts framework, courses offer students historical, theoretical, cultural and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind and as a source of lifelong enjoyment. Some students may go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common core of knowledge with specialization at the higher levels in such areas as composition, performance, music history or cross-cultural studies.

As we approach the 21st century, a grounding not only in the traditional musical skills of Western fine-art music, but also knowledge of music of the 20th century, of American music, and of the traditions of other cultures is considered an indispensable tool for every music major.

Required Courses for the Music Major (a minimum of 12 courses):

- *Optional Introductory Courses:* Fundamentals of Music Theory (MU 070) may be substituted for one of the electives, with approval of the Chair.

- *Theory, Analysis, and Composition Courses* (4 courses total)

Prerequisite: MU 070 Fundamentals of Music Theory, or equivalent

- *Required of all majors:* MU 110 Harmony; MU 211 Chromatic Harmony; MU 312 Counterpoint

- *Choice of any one:* MU 212 Instrumentation; MU 213 Analysis for Performers; MU 214 Form and Analysis; MU 215 Jazz Harmony and Arranging; MU 315 Composition Seminar

- *Historical Courses* (3 courses total):

Required of all majors: MU 209 20th Century Music

- *Choice of any two*:* MU 201 Medieval-Renaissance Music; MU 203 Music of the Baroque; MU 205 Music of the Classic Era; MU 207 Music of the Romantic Era

*With permission of the Chair, a composer or genre course may be substituted for one of these

- *Cross-Cultural Courses* (2 courses total):

Required of all majors, a choice of one from each of the following two groups:

Group I:

MU 301 Introduction to World Music

MU 302 Music and Ritual

MU 304 Chinese Music

MU 400 Research and Readings—Fieldwork Tutorial

Group II:

MU 320 Musics of the Americas

MU 322 Jazz in America

MU 330 Irish Traditional Music

- *Performance Ensemble Experience* (A minimum of two semesters): Choose from Boston College Symphony Orchestra; Boston College Chamber Orchestra; Chamber Music Ensemble or Flute Choir; University Chorale; Madrigals; or other approved singing group; Concert band or Jazz band; Popular Styles Ensemble; Irish Traditional Fiddling Class; or a folk, rock, or non-Western ensemble (by consultation with Chair).

- *Required Senior Seminar* (1 semester): The Senior Seminar (MU 405) will ordinarily be open only to senior music majors; it will allow them a framework for synthesizing their various courses into a coherent whole, with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance) and serve

as preparation for senior exams and/or a senior project, with supervised reading, research, writing and discussion and/or performance.

- *Electives* (2 courses): The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it be in music-theory and composition, performance, history, or cross-cultural studies.

Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be granted only upon completion of the third semester of lessons. Students with performance emphasis will also fulfill the required two semesters of ensemble participation.

- *Cumulative Listening Competency*: Listening based on the Required Repertoire for Listening given to all majors at the beginning of sophomore year (or whenever the major is declared). Each year of the music major (normally three), a short list of works will be given the student to be acquainted with by the end of the year. A listening test on these works will be administered until the student passes. In addition, all seniors will be expected to have passed the minimum competence requirements for Ear Training and Sight-Singing (MU 081–082 are offered to help the student meet this requirement) before graduation.

Honors

In order to graduate with departmental honors a music major must maintain a B+ grade average, pass the ear-training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors.

The Recommended Course of Study, Year by Year

- *Preliminary Courses, Freshman Year*: Freshmen who feel they may wish to consider majoring in music should, if possible take MU 005, “The Musical Experience” which is a general introduction to the field and its various methodologies, and may receive retroactive credit for the major if passed with a B+ or higher. All students declaring the music major should try as freshmen to take or test out of Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training, or should consider taking it in summer school before the commencement of the major.

- *Sophomore Year*: Harmony and Chromatic Harmony should be taken in sequence. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Romantic Era, Music of the 20th Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year’s required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

- *Junior Year*: Counterpoint and a choice of Jazz Harmony and Arranging; Form and Analysis, Transcription of Non-Western Musics, Instrumentation, or Composition and a second or third history course and/or a cross-cultural course. The

second year of the required Listening Repertoire should be mastered.

- *Senior Year*: Any advanced courses in the Department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous coursework. The final year of the required Listening Repertoire should be mastered.

COURSE OFFERINGS

Introductory

MU 005 The Musical Experience (F, 3)

This is an introductory course to music in the broadest terms possible. We will approach music from three vantage points—that of listener, critic, and composer—and will look at how music is made, what it might mean, and its functions in society. The music itself will vary greatly, ranging from the folk traditions of various cultures, pop music, and the Western art tradition. Viewing music from these vantage points allows one to come away with a broad and well-rounded understanding of the musical experience. No previous knowledge of music is necessary.

Jeremiah McGrann

MU 048–049 Music in Western Civilization (F, 3–S, 3)

A general introduction to Western art music from Gregorian Chant to Wolfgang Amadeus Mozart. Continues in spring semester to modern period.

C. Alexander Peloquin

MU 050 The Boston College Madrigal Singers (F, S, 0)

A mixed-voice singing group which comes together to sing repertoire from the 16th to the 20th centuries. The group performs on campus for various University functions.

Laetitia Blain

MU 066 Introduction to Music (S, 3)

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to 20th century electronic music, but certain excursions into the world of non-Western musics, jazz and American popular song will be included in the syllabus to diversify and enrich the experience of listening critically to music.

T. Frank Kennedy, S.J.

MU 070 Fundamentals of Music Theory (F, S, 3)

The course objective is to master the fundamental vocabulary of tonal music. The subject area covered will be the notation of pitch and rhythm, major and minor scales, intervals, triads and elementary keyboard harmony. This course will focus on developing a strong foundation of intellectual and aural skills.

Margaret McAllister

Performance Courses

MU 076 Orchestra Practicum (F, S, 1)

Regular, graded participation in the Boston College Orchestra will be given one credit up to the limit of three credits during a student’s career at BC. Consent of Orchestra Director required.

Neal Hampton

MU 077 Chamber Music Ensembles (F, S, 0)

A non-credit course. Regular participation and coaching in chamber ensembles. The course is offered without credit, and is open to any qualified student. It will fulfill the music major requirement for ensemble performance. No fee.

Neal Hampton

MU 078 Traditional Irish Fiddle Class (F, S, 0)

A non-credit course. Class and individual instruction in the art of Irish fiddle-playing, with opportunities to play with instrumental ensembles in sessions. Open to any level, no previous experience required; violin may be rented at nominal cost. No fee.

Seamus Connolly

MU 079 Popular Styles Ensemble (F, S, 0)

A non-credit course. Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome. No fee.

The Department

MU 081 Ear Training/Sight-Singing Lab (F, S, 1)

A twice-weekly opportunity to develop skills of sight-singing and ear-training; for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. Students will learn to sing melodies on sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (F, S, 1)

A privately arranged tutorial to continue the skills begun in MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (F, S, 1)

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a “hands-on” manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. The first goal of this course is to establish a flow of improvised melody using a simple pitch-set like the “blues scale.” Students learn how to shape a melody that makes sense and are introduced to the basics of harmony and form. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside of class. This course may be repeated for credit.

Bruce Torff

MU 084 Intermediate Improvisation (F, S, 1)

Prerequisite: Introduction to Improvisation and/or consent of instructor

Elaborating the basic concepts of improvisation introduced in Introduction to Improvisation, this course focuses in a “hands-on” manner on three elements of improvisational skill in jazz, blues and rock. First, the course works to develop a working knowledge of form and harmony as they are manifested in improvisational music; this entails learning to recognize musical forms and to interpret chord symbols and cadences. Second, focus remains on melody-shaping techniques such as melodic spacing, phrase length variation, and antecedent-consequent phrasing. Finally, the course embraces different styles of improvisa-

tional music and directs attention to recognizing and responding to these styles in performance situations. Course materials include accompaniment recordings, listening assignments, and readings. This course may be repeated for credit.

Bruce Torff

MU 085 The Boston College Flute Choir (F, S: 0)

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.

MaryJo White

MU 096 (BK 290) Gospel Workshop (F, S: 1)

Study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course. No experience is required for membership, but a voice placement test is given to each student.

Hubert Walters

MU 098 Voice for Performance (F, S: 1)

Emphasis on individual coaching and training in developing vocal qualities for performance. *Tutorial fee per semester: \$100.00.*

Laetitia Blain

MU 099 Individual Instrumental/Vocal Instruction (F, S: 1)

Weekly private lessons will receive a single credit on approval of the Department Chairperson. Up to six units of credit may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. *Tutorial fee per semester: \$330.00*

The Department

MU 100 Individual Instrumental/Vocal Instruction (F, S: 3)

Weekly private lessons on an instrument or in voice or composition for an hour, 45 minutes or half an hour. Lessons must be arranged through the Music Department before the end of the drop/add period. *Tutorial fee per semester: \$165.00–330.00, depending on length of lesson.*

The Department

Theory Courses

MU 110 Harmony (F, S: 3)

Prerequisite: MU 070 or consent of Department.

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. We will increase our vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.

The Department

MU 211 Chromatic Harmony (F, S: 3)

Prerequisite: MU 110

This course will cover the basic principles of chromatic progression. Maintaining the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, and augmented sixth chords. The concepts of modulation and modal interchange

will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued.

The Department

MU 212 Orchestration (S: 3)

The study of the instruments of the symphony orchestra, their character, timbre, range; students will acquire the ability to read an orchestral score, transpose and write instrumental music.

Margaret McAllister

MU 215 Jazz Harmony and Arranging (F: 3)

Prerequisite: MU 070 and proficient performance ability on a musical instrument or voice.

This course will concentrate on the study of chord structures, chord scales, the improvised line, and how to incorporate these into composing and arranging for the jazz combo. Special attention will be placed on writing for horns, the jazz bass line, trap set, the “lead” sheet, reharmonization of “standards,” composing new tunes based on chord structures of familiar tunes from Cole Porter to the Beatles, and the study and analysis of the music of Ellington, Monk, Parker, Evans, Shorter, and Miles Davis. Student projects will be tried out in bi-weekly workshop sessions.

Thomas Oboe Lee

MU 312 Counterpoint I (S: 3)

Prerequisite: MU 070 or consent of Department

In this course we will study the fundamentals of the two-voice polyphonic style. The course objective will be to build a dependable contrapuntal technique using the principles of species counterpoint. The course will include a brief survey of the historical origins of Western polyphony, and analysis of ecclesiastical compositions of the last half of the sixteenth century.

The Department

MU 315 Seminar in Composition (S: 3)

Prerequisite: Consent of Department

An introduction to the principles of composition. Analysis of representative works in both tonal and 20th century idioms. Works by Haydn, Mozart, Ravel, Stravinsky, Schoenberg, Bartók, and others will be analyzed and used as models for student compositions.

The Department

Historical Periods

MU 207 Music of the Romantic Era (F: 3)

A study of the new concepts, genres, and musical institutions that grew up in the 19th century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

Jeremiab McGramm

MU 209 Music of the 20th Century (S: 3)

A study of the music of the 20th century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as an historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the 20th century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartók, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of jazz and American popular song will be included.

T. Frank Kennedy, S.J.

Genres

MU 206 Opera (S: 3)

Comedy, tragedy, love, death, vengeance, gods, heroines, men who eat nothing but peas—it’s all the stuff of opera. As one commentator said “You can do anything in opera as long as you sing it.” Operatic references still permeate our culture from the use of Wagner’s “Ride of the Valkyries” in *Apocalypse Now* to Porky Pig singing *Figaro* in cartoons. In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the 17th through 19th centuries—Monteverdi (1567–1643), Handel (1685–1759), Mozart (1756–1791), Verdi (1813–1901), and Wagner (1813–1883). This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical. No previous musical training is necessary.

Jeremiab McGramm

MU 221 Concerto (F: 3)

A study of the evolution of the concerto from its inception in the early Baroque through the masterpieces of Vivaldi, Bach, and Handel, to the Classic period concerti of Haydn, Mozart, and Beethoven, the extension of the solo concerto in the Romantic era, and its continuation and reinterpretation in the 20th century.

T. Frank Kennedy, S.J.

MU 222 Symphony (S: 3)

A study of selected symphonies from the 18th through the 20th centuries by such composers as Haydn, Mozart, Beethoven, Brahms, Mahler, Ives, and others. Students will acquire an understanding of evolving compositional procedures, the changing orchestra, as well as social institutions surrounding symphonic composition.

Jeremiab McGramm

Composers

MU 268 Bach and Handel (F: 3)

A study of the lives and works of the two giants of the late Baroque. J.S. Bach and G. F. Handel led very different lives. Both were born in Germany in 1685, but Bach remained a local figure until after his death, while Handel became an international celebrity, completing his career in London. Using a chronological approach, the study will include comparison and contrast of their keyboard, instrumental, and choral works, as well as a consideration of the genres unique to each composer.

T. Frank Kennedy, S.J.

MU 270 Beethoven (S: 3)

An introduction to the life and music of Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the “heroic” style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa*

Solemnis. Class time will be spent on perceiving the construction and organization of his music and its expressive character and power. Readings and lectures will touch tangentially on the Enlightenment, Kant's moral philosophy, and changing aesthetic attitudes towards instrumental music as they relate to the composer.

Jeremiah McGrann

MU 280 Russian Music (F: 3)

Russian composers have produced some of the most moving and astounding masterworks of music from the dark lyricism of Tchaikovsky's *Pathétique Symphony* to the violent brilliance of Stravinsky's revolutionary ballet, the *Rite of Spring*. This survey will look at the different identities of Russian music as they begin to emerge in the 19th century, the problematic relationship of a nationalist school to other European musical traditions, Russia's exploration of its own multi-ethnic culture, the reliance on its folk and liturgical musical traditions, the mystical and revolutionary creations in the first decades of the 20th century, and the struggle of the individual creative artist within a Marxist and Soviet society. Some of the composers to be studied are Tchaikovsky, Rimsky-Korsakov, Mussorgsky, Scriabin, Rachmaninoff, Stravinsky, Prokofiev, and Shostakovich.

Jeremiah McGrann

Cross-Cultural Courses

MU 304 Chinese Music (S: 3)

An introduction to the major vocal and instrumental styles of Chinese music. *The Department*.

MU 321 (BK 266) Rhythm and Blues in American Music (F: 3)

This course examines the elements of "rhythm" and "blues" in the Afro-American sense, and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material which include music from the early New Orleans period to present day jazz/rock and music videos will be used throughout the course.

Herbert Walters

MU 322 (BK 285) Jazz in America (S: 3)

This course provides a thorough and detailed study and examination of the black music that has come to be known as "jazz." The socio-political nature of black music in America, black music in education, and the relations of black music and the mass media are considered. Students will have the opportunity to experience live performances of jazz, and will be asked to do a general analysis of at least one recording (LP) of a jazz performance.

There are no prerequisites and students from all classifications are welcome. *The Department*

MU 330 Introduction to Irish Folk Music (F: 3)

An introduction to Irish music from two perspectives: 1) an historical examination of the music and its indigenous instruments, and 2) a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former.

Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis. No previous background is required.

Méabh NíFhuartháin

MU 400 Readings and Research (F, S: 3)

The Department

MU 405 Senior Seminar (F: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements above).

The Department

Other courses which the Department offers on a non-periodic basis include:

MU 205 Music of the Classic Period

MU 213 Analysis for Performers

MU 220 Song

MU 227 Keyboard Music

MU 223 Music and Theater

MU 313 Transcription of non-Western Musics

PHILOSOPHY

FACULTY

James Bernauer, S.J., *Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Richard Cobb-Stevens, *Professor*; A.B., A.M., Boston College; Ph.D., Sorbonne

Hans-Georg Gadamer, *Visiting Professor*; Heidelberg University

Peter J. Kreeft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Richard T. Murphy, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Joseph L. Navickas, *Professor*; Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Thomas J. Owens, *Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

William J. Richardson, S. J., *Professor*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

Norman J. Wells, *Professor*; A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Patrick Byrne, *Associate Professor*; B.S., A.M., Boston College; Ph.D., New York State University

John J. Cleary, *Associate Professor*; A.M., University College, Dublin; Ph.D., Boston University

Joseph F.X. Flanagan, S.J., *Associate Professor*, *Chairperson of the Department*; A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Arthur R. Madigan, S.J., *Associate Professor*; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

Stuart B. Martin, *Associate Professor*; A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Francis Soo, *Associate Professor*; A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Eileen C. Sweeney, *Associate Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Ronald Anderson, S.J., *Assistant Professor*; B.Sc., University of Canterbury; Ph.D., University of Melbourne; M.Div., Weston School of Theology; Ph.D., Boston University

Thomas S. Hibbs, *Assistant Professor*; B.A., M.A., University of Dallas; M.A., Ph.D., University of Notre Dame

Gerald C. O'Brien, S.J., *Assistant Professor*; A.B., A.M., Boston College; Ph.D., Fordham University

Vanessa P. Rumble, *Assistant Professor*; B.A., Mercer University; Ph.D., Emory University



PROGRAM DESCRIPTION

Philosophical study at Boston College provides the opportunity for open-ended inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: Ancient, Medieval and Contemporary; American and Contemporary Continental Philosophy; Philosophy of Religion, Philosophy of Science and Russian Philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. Working under the guidance of a faculty advisor students can design a well-balanced program that will thoroughly ground them in the history of philosophy and yet allow for development of their major interests.

Special sections of Core philosophy courses are also planned for philosophy majors. Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain of the graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and replace one course for three credits, extendable to six credits. Senior majors may work out a special research program as a substitution for normal course requirements. The Department also participates in the Scholar of the College Program, details of which are to be found in the general Catalog description of the Program.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

COURSE OFFERINGS

The courses listed for the 1992–93 cycle are tentative. These are courses that the professors have given in the past and will be repeated at some future date. If a desired course is not offered, please consult with the appropriate professor; it may be possible to arrange a Readings and Research course on the desired topic.

Core Courses

PL 070-071 Philosophy of the Person I and II (F: 3-S: 3)

This course is based on two Socratic sayings: “know thyself,” and “the unexamined life is not worth living.” This course, therefore, will analyze the key thinkers in Western culture who have contributed to our knowledge of ourselves and our society. Specific considerations will be given to the problem of the human person along with the basic rights and responsibilities that each one has to himself, herself, and to others.

The Department

PL090-091 (TH 090-091) Perspectives on Western Culture I and II/Perspectives I (F: 6-S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cultural traditions. The purpose of the course is to

encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

UN 104-107 Perspectives on Modernism/Perspectives II (F: 6-S: 6)

A full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. The composers listened to during the music segment will include Wagner, Debussy, and Stravinsky; there will also be at least one week of jazz. The visual arts segment will emphasize not only painting but also sculpture and architecture. This course fulfills six credits of the Philosophy Core requirement, six credits of the English Core requirement, or three credits of each requirement.

The Department

UN 109-112 Horizons of the New Social Sciences/Perspectives III (F: 6-S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues.

The Department

UN 119-122 New Scientific Visions/Perspectives IV (F: 6-S: 6)

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics and contemporary cosmologies. In particular, the startling innovations wrought by the concepts of function, energy and randomness in the fields of mathematics, biology, physics and chemistry will be explored. These developments will be presented in their mutually conditioning relationships to one another, and in terms of their impacts upon our philosophical world-view.

The Department

PULSE Courses

PL 088-089 (TH 088-089) Person and Social Responsibility (F: 6-S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the PULSE Program (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice, and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice—delinquency,

poverty, psychological problems, prejudice, alienation. The classes will attempt to take a deeper look into these, especially with regard to their individual, group and cultural origins. Drawing on the works, both contemporary and traditional, of key philosophical and religious figures, the classes will engage students in the challenge of personal self-discovery and growth as they relate to the question of what it really means to assume responsibility for overcoming these injustices.

The Department

PL 202 Housing and Reality (S: 3)

In-depth analysis of urban housing conditions with views to housing sites within the city. Research into causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society. Discussion and research into possible means of relief.

Harry Gottschalk

PL 205 Housing: A Guide for the Perplexed (F: 3)

In-depth analysis of urban housing conditions with views to housing sites within the city. Research into causes of historical, architectural, governmental, financial and neighborhood action to maintain and/or create alleviation of the deepening housing crisis in our society. Discussion and research into possible means of relief.

Harry Gottschalk

PL 216 Boston: An Urban Analysis (S: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. Assignments will require that you spend time observing, researching, and writing about the neighborhood in which your PULSE placement is located.

David Manzo

PL 233 Values in Social Services and Health Care (F: 3)

This course is designed to: communicate an understanding of the health care and social services delivery system; explore ethical problems of allocations of limited resources, regulations, experimentation, the press, the homeless, the provider-patient relationship, the responsibility for the dependent person; consider possibilities for positive changes in the social service and health care system.

David Manzo

PL 291-292 Philosophy of Community I and II (F: 3-S: 3)

Prerequisite: Limited to members of the PULSE Council.

A study of community: its structure, power and change. The dynamics of community will be examined by sharing impressions and insights with various teachers and community workers. Specific theoretical models of analysis will be studied and critiqued. The purpose of the course is to begin developing new approaches for learning about social change and for building new visions for the direction that a PULSE student's responsibility to social change might take.

Joseph Flanagan, S.J.

PL 293-294 Culture and Social Structure: Philosophy of PULSE I and II

Prerequisite: Membership on PULSE Council.

The course will concentrate on the interrelationships between American political, economic,

social and military institutions. As these interrelations are explored on a macro scale, a micro-analysis of like patterns at the neighborhood and city level will also be undertaken. *Not offered 1992-93* Joseph Flanagan, S.J.

Electives

PL 165 The Human Person and Love (F: 3)

The course will examine the mystery of love in its multiple human expressions. The study will be from a philosophical and psychological point of view, through a consideration of selected readings from some classical and modern authors, e.g., Luijpen, Fromm, Lewis, Peiper, Plato, Aristotle, etc. Daniel J. Shine, S.J.

PL 168 Philosophy in the Bible

Exploration of philosophical questions about Meaning, God, Truth, Humanity, Morality, Love, and Death in 14 books of the Bible from *Genesis to Revelation*. *Not offered 1992-93*

Peter J. Kreeft

PL 193 Chinese Classical Philosophy:

Confucianism, Taoism and Buddhism (F: 3)

Starting from a general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between Nature, Man and Society, Taoism teaches the most natural way to achieve this harmony, i.e., Tao. Sinicized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names and forms, and remains empty and quiet in its nature. Francis Y. Soo

PL 194 Contemporary Chinese Philosophy: Neo-Confucianism and Maoism (S: 3)

Within the historical context of modern China (from 1840 up to the present), the course will focus on contemporary philosophical trends. Two of them are of particular importance. One is Neo-Confucianism which tries to revive or modernize not only traditional Confucianism but also Chinese Classical philosophies in general.

The other is Chinese Marxism, which under Mao, tries to "substitute" Chinese Marxism for the Classical Chinese philosophies. It is very interesting to study how contemporary Chinese philosophers have tried to philosophize in contemporary China. Francis Y. Soo

PL 203 Analytic Philosophy

How to describe the indescribable? This course—partly historical, partly systematic—is about the limits of language and the limits of the world: how the one influences the other. *Not offered 1992-93* Ronald K. Tacelli, S.J.

PL 251 Political Philosophy: Machiavelli to Burke (S: 3)

This course traces the origins of some modern conceptions of law and the state, the sources and limits of political authority through some of the great modern political philosophers, relating these to the classical Aristotelian tradition.

Gerard C. O'Brien, S.J.

PL 254 After Death and Dying

An exploration of life after death, including such questions as: What difference does confronting

death make? Is death a hole or a door? How are the meaning of life and the meaning of death connected? Do we really want to live forever? How is Heaven different from the genetic promise of an immortality pill? *Not offered 1992-93*

Peter J. Kreeft

PL 259 (SC 250) (TH 327) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance. Rein A. Uritam

PL 264 Logic (F, S: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases. The Department

PL 268 (BK 268) (SC 268) The History and Development of Racism (F, S: 3)

To increase participant awareness of the interrelationships of individual and institutional forms of racism and to deepen participant understanding of how to combat racism today. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. Horace Seldon

PL 269 (SC 251) (TH 328) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future. Rein A. Uritam

PL 271 (UN 508) Capstone: A Holistic Philosophy of Life: East and West (F: 3)

See course description under the "University Courses" section of this Catalog. Francis Y. Soo

PL 273 (UN 503) Capstone: Private Life/Public Life (F: 3)

See course description under the "University Courses" section of this Catalog. Patrick H. Byrne

PL 275 Philosophy in Literature: Tolkien

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (*sehnsucht*) and Norse mythology (a Stoic heroism) catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world. *Not offered 1992-93* Peter J. Kreeft

PL 299 Readings and Research (F, S: 3)

By arrangement

The Department

PL 303 Philosophical Questions in Religion

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook

is supplemented by readings in C. S. Lewis and Thomas Aquinas. *Not offered 1992-93*

Peter J. Kreeft

PL 308 Political Thought of the Greeks

An examination of Greek political philosophy, with special emphasis on Plato's *Republic* and Aristotle's *Politics*; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy.

Not offered 1992-93 Arthur R. Madigan, S.J.

PL 309 Marriage and the Family (S: 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: Marriage/Family, on both institutional and personal levels.

The entire course consists of four parts: 1) It begins with a cross-cultural understanding of marriage/family by examining some of its many cultural variations. 2) Next, we will focus on the American traditional marriage/family and see why and how it has evolved into its present form, i.e., nuclear system. 3) Thirdly, we will try to examine the personal dimension of marriage/family and study how interpersonal interactions take place within the context of marriage/family. 4) Finally, we will organize a two-day seminar to which students will invite speakers of different marital (and non-marital) status to share their personal experience (both positive and negative) as well as their insights into this very foundation of human life. Francis Y. Soo

PL 310 Genealogy and the History of Ethics (F: 3)

The course will begin by reading selections from Nietzsche's *Genealogy of Morals* and *Beyond Good and Evil*. The remainder of the course will be spent testing Nietzsche's account of the history of ethics against representative texts and testing the texts against Nietzsche's problematic. We will focus on texts (to be read in reverse chronological order) of Kant, Aquinas, and Aristotle. Short readings from other authors, for example, Hume and Luther, will be assigned to fill in gaps in the history. The course will end where it began, with Nietzsche, by reading *The Advantage and Disadvantage of History for Life*. Thomas S. Hibbs

PL 312 Christianity for Pagans (S: 3)

Pascal, Kierkegaard, and G.K. Chesterton offer three ways to think and live Christianity in a post-medieval, post-Christian world: a way for the heart, a way for the will, and a way for the mind, respectively; or a way of passion, a way of "subjectivity," and a way of common sense. This course sympathetically explores all three ways.

Peter J. Kreeft

PL 314 The Mind and Its Body (S: 3)

Am I my body and nothing more? Is there such a thing as a *soul*? If there is, can I know anything about it? What is the relationship between "mind" and "body?" Is the unity between them what accounts for their existence? Are they separable? Could the soul possibly survive the dissolution of the body? Can I know any of this?

These are some of the questions we will raise—and try to answer. Ronald K. Tacelli, S.J.

PL 330 Philosophy of Communication (F: 3)

This course involves both a theoretical and practical study of the art of verbal persuasion, com-

binning the reading of historical texts on rhetoric with exercises in the art itself. As expected, we begin with selections from Greek and Roman thinkers like Plato, Aristotle, Isocrates, Cicero, Quintilian and Augustine. Then we study the Renaissance thinkers who rediscovered the importance of rhetoric for the humanist tradition. Finally, we consider the function of rhetoric in the development of modern democratic societies like that of America, where the various media of communication play an increasingly important role in social and political decisions. Along with reflecting philosophically on rhetoric, the student will also be expected to compile "commonplace" books and to prepare a verbal presentation in one rhetorical genre.

John J. Cleary

PL 335 Platonic Dialogues

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required. *Not offered 1992-93*

Gerard C. O'Brien, S.J.

PL 338 The Heidegger Project I (F: 3)

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth-century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical views vis-a-vis Heidegger's. Some knowledge of traditional philosophy (e.g. Aristotle, Descartes, etc.) would be helpful, but is not an absolute prerequisite.

Thomas J. Owens

PL 339 The Heidegger Project II (S: 3)

A continuation of PL 338, open only to students participating in the course.

Thomas J. Owens

PL 341 Philosophy in the Middle Ages II (S: 3)

The examination of the perspectives on God, man and the cosmos from Augustine to Ockham.

Norman J. Wells

PL 344 The Aristotelian Ethics

Reading of Aristotle's *Nicomachean Ethics*, and examination of its principle themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, contemplation.

Not offered 1992-93 *Arthur R. Madigan, S.J.*

PL 351 Life, Values, and Morality

The objective of this course is the examination of the meaning of life. A number of problems will be discussed: the general notion of value, different types and families of values, including morally significant goods and moral obligation. Some modern philosophers will be introduced: Nicolai Hartmann, Max Scheler, Dietrich von Hildebrand, and Alexander Pfänder.

Not offered 1992-93

Joseph L. Navickas

PL 358 The Confessions of St. Augustine (F: 3)

The reflective study of the Christian Neoplatonism of Augustine's *Confessions* with a stress on understanding Augustine in the light of his background of conservative African Christianity, Manicheism, classical literary education and Neoplatonic philosophy. The chief emphasis will be on the text of the *Confessions* in translation, but there will also be some reading of other texts of Augustine's early works.

Gerard C. O'Brien, S.J.

PL 379 Socrates and Jesus

Purpose: to make the acquaintance of and to compare the two most influential people who ever lived—the inventor of reason and the object of faith; philosophy and religion compared at their source. Intensive reading and discussion of *Great Dialogues of Plato* and *John's Gospel*.

Not offered 1992-93

Peter J. Kreeft

PL 381-382 After Metaphysics I & II (F:3-S:3)

Starting from Heidegger and other deconstructionists of the metaphysical tradition, this course will attempt to reopen the question of being as an issue of rational discourse and propose a method for dealing with the question scientifically in terms of the transcendental properties of Being, the One, the True, and the Good. It will argue that not "the forgetfulness of being" but the forgetfulness of the transcendentals has led to the demise of metaphysics in Western philosophy and that a refocusing on the transcendentals can open the way to a more adequate discourse on Being, as such.

Oliva Blanchette

PL 395 Philosophy of Dostoevsky

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the Grand Inquisitor. The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach. *Not offered 1992-93*

Joseph L. Navickas

PL 402 Kant's Moral Philosophy

How we make moral decisions warrants close examination. Often we experience a conflict between what *seems* the best and what *seems* the right thing to do. Kant offers a theory to substantiate our choice for what is *right*—our duty. This view has been challenged. The course seeks to present and evaluate Kant's theory of duty.

Not offered 1992-93

Richard T. Murphy

PL 403 Does God Exist? (F: 3)

An intensive examination of arguments for and against God's existence.

Ronald K. Tacelli, S.J.

PL 404 Philosophical Autobiography (S: 3)

We will examine the philosophical anthropologies of Augustine, Rousseau, Nietzsche, and Sartre and discuss the manner in which their understandings of human nature find expression in their autobiographies.

Vanessa P. Rumble

PL 405 Self-Deception and Morality

At the heart of our western tradition is the belief that moral endeavor and self-understanding are inseparable. Particularly in Kantian and Post-Kantian philosophy, the avoidance of self-deception has assumed central importance.

This course will deal with the main moral and anthropological perspectives on self-deception that have emerged in western philosophy, particularly in the nineteenth and twentieth centuries. Two related questions will be posed to each of the thinkers studied: 1) how must the human self be constituted in order for self-deception to be possible? 2) is the self-deceiver morally responsible?

Not offered 1992-93

Vanessa P. Rumble

PL 415 Great Trials in Western Civilization (S: 3)

Since the time of Socrates, many of the central issues of human existence have been raised and treated in judicial trials. After an initial consideration of Kafka's *The Trial*, this course will examine the development of our sense of moral judgment by a study of significant trials which have taken place in western civilization. Among those to be considered and the issues raised by them are: the trial of Galileo (science and religion), Dred Scott (racism), Louis XVI (revolution and justice), Dreyfus (anti-semitism), Nuremberg trials (war and responsibility), Eichmann (modern forms of evil).

James W. Bernauer, S.J.

PL 416 Hannah Arendt: Human Condition and The Life of the Mind

Though still controversial, Hannah Arendt is now recognized as one of the major thinkers of this century in areas such as political philosophy and deconstruction of metaphysics. The purpose of the course is to offer an introduction to the main topics in her inquiry into first, the structures of active life (labor, work, action, the private and public) and second, her criticism of several constantly recurring prejudices in the works of those who are entirely dedicated to the activity of thinking; that is, the professional philosophers.

Not offered 1992-93

Jacques M. Taminiaux

PL 420 Legacy of Plato and Aristotle in Christian Fine Arts into the Renaissance

A study of the theological and philosophical background of Christian painting, sculpture, and architecture. *Not offered 1992-93*

Jacques M. Taminiaux

PL 421 Nietzsche (S: 3)

Through a chronological analysis of the basic texts of Nietzsche, this course aims at discussing the meaning of his attempt to overcome platonism.

Jacques M. Taminiaux

PL 428 Introduction to Phenomenology

An historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger. *Not offered 1992-93*

Jacques M. Taminiaux

PL 434 (UN 502) Capstone: Ethics in the Professions (F: 3)

This course will focus on controversial moral dilemmas which arise in the professions of law, business, medicine, education, and journalism. In addition to considering some key ethical theories (e.g., pluralism and utilitarianism) which can be used as a framework for addressing these problems, it will also dwell on relevant moral notions such as virtue and collective responsibility. The course will deal extensively with issues such as privacy and confidentiality, deception, whistleblowing, preferential hiring, and so forth. Cases will be used to help students develop analytical skills and enhance their capacity for making

sound, moral judgments in different situations. Speakers representing some of these professions will discuss their conceptions of professional responsibility along with the ethical dilemmas which they have encountered. Readings will include: *Ethical Issues in Professional Life*; *Lying: Moral Choice in Public and Private Life*; and a number of case studies.

Richard A. Spinello

PL 435 Theory of the Navel (F: 3)

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophical vision presented in specific literary texts such as: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary*.

David M. Rasmussen

PL 436 The Development of American Pragmatism (F: 3)

A critical study of the main ideas of the pragmatists—Peirce, James and Dewey. Topics to be considered are Experience; Meaning and Truth; Freedom, Theory and Practice; and the role of Scientific Inquiry.

John Smith

PL 439 Existentialism and Art (Nietzsche to Sartre) (S: 3)

An examination of key existentialist theories of art from Nietzsche and Kierkegaard to Sartre and Merleau-Ponty.

PL 442 Search for Selfhood: Romanticism and German Idealism (F: 3)

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience.

Vanessa P. Rumble

PL 449 Corporations and Morality (F, S: 3)

This course will begin with a reflection on the main ethical theories which can be used as frameworks for making moral judgments. To test the efficacy of such theories, we will examine several cases dealing with moral dilemmas which can arise in the workplace. At this point, our focus shifts to the corporation as a special entity in society which has the same autonomy and moral agency as the human person. After delineating a tenable theory of corporate responsibility, we will examine how the corporation functions as both a *moral agent* in the larger society and as a moral environment to be managed with a view to the freedom and well-being of its members. The main focus will be on managing the corporation's relationship with the social and natural environment in which it operates. Issues to be considered in this regard will include marketing and advertising, product safety, environmental pollution, bankruptcy, and international business. Since the trend of globalization in the business environment remains so predominant, special attention will be paid to the peculiar problems which often surface when doing business in the international marketplace.

Richard A. Spinello

PL 452 Perspectives on Addiction

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well. *Not offered 1992-93*

Gerard C. O'Brien, S.J.

PL 455 Kierkegaard and Nietzsche (F: 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart B. Martin

PL 465 Sexuality: New Histories, Old Ethics? (S: 3)

The last twenty years have witnessed an explosion of historical investigations of sexuality in western culture. This course will examine several of these studies in the interest of appreciating the historical development of anxiety toward and acceptance of sexual activity. We will attempt to explore the implications of these historical visions for an ethical approach to sexual conduct.

James W. Bernauer, S.J.

PL 467 Jean-Paul Sartre (S: 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of freedom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

PL 475 Philosophy of Language

This course will focus on the major strands in 20th century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, and Paul Ricoeur. We will try to understand these different accounts of language as texts which form some of the roots of both "analytic" and "continental" philosophy of language, and which span the distance between "literary" and "philosophic" reflections on language. Our goal will be to see these thinkers in conversation with one another, as offering different models to illustrate the nature of language, its possibilities and limitations. *Not offered 1992-93*

Eileen C. Sweeney

PL 476 Hume

At this time, there has arisen from diverse philosophical traditions a renewed interest in Hume. This course will undertake to investigate Hume's contributions both in the epistemological and in the moral sphere. Thereby, Hume's study of the human person will emerge—a study now challenging contemporary thinkers.

Not offered 1992-93

Richard T. Murphy

PL 479 Contemporary German Philosophy (S: 3)

In this course, consideration will be given to current developments within German philosophy. Husserl, Heidegger, Gadamer, and Habermas will be among the philosophers considered. Special attention will be given to current movements

within German philosophy, including phenomenology, hermeneutics and critical theory.

David M. Rasmussen

PL 482 Political Philosophy: Hobbes to Hegel (F: 3)

Through an analysis of the basic political concepts of major thinkers like Hobbes, Spinoza, Locke, Rousseau, Kant and Hegel, this lecture course aims at an introduction—both historical and philosophical—to current issues like technocracy, consumerism, the private and the public, political judgment, freedom of expression, etc.

Jacques M. Taminaux

PL 485 Philosophy of Comparative Religions—East and West

This course has a twofold purpose. First, it explores one of the fundamental questions in philosophy: the religious or a-religious nature of man. Is man essentially a religious being, and hence is self-sufficient per se. Or is man essentially an a-religious being, and hence is not self-sufficient per se. Secondly, this course is also a comparative study of *philosophies* of Western and Eastern religions. Five of the world's major living religions (Judaism, Christianity, Taoism, Buddhism and Shintoism) will be studied separately, and then follows a comparative evaluation of them. It is hoped that a synthetic understanding of the religious or a-religious nature of man would be achieved. *Not offered 1992-93*

Francis Y. Soo

PL 490 Aquinas and Pascal: Styles of Philosophical Theology

This course will compare and critically appraise two approaches to philosophical theology. Topics to be considered: the intelligibility of the cosmos, the limits of human reason, the viability and efficacy of natural theology, the relation between philosophy and theology. Texts will be taken from Pascal's *Pensées* and *Provincial Letters* and from Aquinas's *Summa Theologiae* and *Summa Contra Gentiles*. We will consider the Aristotelian basis of Aquinas's thought, the Cartesian influences on Pascal, and the influence of Augustine on both. Attention will also be given to the relevant, recent literature in the growing field of philosophical theology. *Not offered 1992-93*

Thomas S. Hibbs

PL 497 Parmenides (S: 3)

An investigation of the background, life and philosophy of the greatest of the Greek philosophers before Socrates. Parmenides was thoroughly a man of his time; yet, against the tide of Greek physical speculation, he launched the science of metaphysics; in a polytheistic society, he was a monotheist; in a male-oriented society, he envisioned reality under the guise of a woman. Some elementary Greek grammar will be taught in conjunction with this course so that we can together share the authentic vision of Parmenides.

Stuart B. Martin

PL 529 Philosophy of Action (S: 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Olivia Blanchette

PL 532 Issues in Science and Religion

While science and religion have often been seen as separate enterprises in conflict with each other, this course will seek to develop the ways in which

they may interrelate and engage with each other. The issues will be focused by addressing the topic of how God's action within the world can be understood. It will be argued that this topic, which is foundational for developing a religious perspective on the world, requires treatment within the context of the natural sciences. At the same time, it will be argued that natural science must be open to entertaining this question if it is to be consistent with the presuppositions that have directed its growth and success. *Not offered 1992-93*

Ronald Anderson, S.J.

PL 535 Scientific Revolutions I

This course will study the development of the Copernican revolution against the background of the ancient and medieval views of the universe. We will read selections from the original works of Ptolemy, Copernicus, and Kepler; along with two major works by Galileo, who was chiefly responsible for the consolidation of the new world view. In studying these works, we shall focus on the following problems: a) the problem of planetary motion and b) the problem of terrestrial motion. The guiding theme of the course is the fruitful interaction of problems and theories. *Not offered 1992-93*

John J. Cleary

PL 536 Scientific Revolutions II

This course will continue and complete our study of the Copernican Revolution which was begun in Scientific Revolutions I. We will read closely some of the key scientific works of both Descartes and Newton—the two central figures for the completion of the scientific revolution heralded by Copernicus. Finally, we will consider its most important philosophical implications as spelled out in the works of Kant, who self-consciously introduced a “Copernican Revolution” in philosophy. *Not offered 1992-93*

John J. Cleary

PL 538 Law, Business and Society (F: 3)

This course makes use of an interdisciplinary approach to studying society and social issues related to Law, Business, and Society, i.e., the political, economic and social spheres of human life.

Starting from the notion of “law” and “right,” the course will first study the American legal system. We will examine its historical roots, its Constitution, various legal theories and their practice (i.e., cases). Then, we will move into a critical study of the major economic thoughts or theories: Classical, Neoclassical, Marxist, and Supply-side economics. Finally, we will examine the American social system in terms of its class structure, power elite, bureaucratization, and social status.

Throughout the course, the students will be asked to develop critical thinking and reflect on important social issues such as equality, crime, family crisis, and justice.

Francis Y. Soo

PL 544 St. Thomas Aquinas

Prerequisites: a knowledge of Aristotelian logic and Aristotelian philosophical terminology, e.g., Kreyche's *Logic for Undergraduates* and Adler's *Aristotle for Everybody*.

This course is a survey of the distinctive teachings of Aquinas' metaphysics, cosmology, anthropology, epistemology, ethics, politics, and philosophical theology. *Not offered 1992-93*

Peter J. Kreeft

PL 554 Philosophy of Poetry and Music (S: 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph F. Flanagan, S.J.

PL 557 Modernism and Philosophy

This course deals with the origins and development of the “Modernist” movement during the past century. We shall consider examples of the fiction, poetry, painting, music, and architecture of the period. Special attention will be paid to the ethical and other philosophical implications of the modernist movement. *Not offered 1992-93*

Richard Cobb-Stevens

PL 561 Freud and Phenomenology

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis. *Not offered 1992-93*

Richard T. Murphy

PL 563 The Great Philosophers I (F: 3)

This course is not a survey of the history of philosophy but an interpretation of the history of philosophy. That is, it does not survey the whole course of ancient and medieval philosophy, but rather traces a theme through ancient and medieval philosophy. The theme to be studied will vary from year to year.

Arthur R. Madigan, S.J.

PL 564 The Great Philosophers II (S: 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Ronald K. Tacelli, S.J.

PL 577 Introduction to Symbolic Logic (S: 3)

An introduction to modern formal logic designed to familiarize students with both the methods for expressing ordinary language arguments in symbolic form and with the various techniques used to analyze and evaluate the validity of arguments expressed in symbolic form. The course will cover propositional and predicate logic, some of the subtleties involved in the way we use ordinary language in reasoning, and some of the horizons of 20th century logic such as the interesting paradoxes of self-reference, “formal systems,” and the limits of logic in human thought.

Ronald Anderson, S.J.

PL 584 C.S. Lewis (F: 3)

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels

him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. This course is a total immersion experience in this remarkable man through his writings—aiming not primarily at him but at ourselves and our world seen through his eyes. *Peter J. Kreeft*

PL 593 Philosophy of Science (F: 3)

An introduction to the various themes concerned with the interplay between philosophy and science. The nature of scientific explanations and the cognitive status of scientific theories will be considered. The roles of induction and deduction in scientific discovery will be examined as well as a number of metaphysical questions raised by the natural sciences such as the ontological status of the various entities which make up scientific theories. Examples will be considered from both the biological and physical sciences, with a particular focus on evolutionary theory and modern cosmological theories about the universe.

Ronald Anderson, S.J.

PL 595 Kant's Critique (F: 3)

An analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy. *Ronald K. Tacelli, S.J.*

PL 602 Philosophy of World Religions (F: 3)

A sympathetic, objective but “existential” comparative exploration of eight of the world's “higher religions,” beginning with readings from each religion's own scriptures (data) and concluding with interpretation and discussion of ecumenical dialog, especially between East and West.

Peter J. Kreeft

PL 603 Ancient, Medieval and Modern Accounts of the Will and Passions (F: 3)

This course will examine the views of Aristotle, Thomas Aquinas, René Descartes (and some other modern thinkers) on the affective part of the human psyche, the will and the passions. We will be concerned with the relationship between the affective and intellectual capacities of the human person, as well as differences and developments in the notion of freedom of the will and the emotional composition of the person through these periods and thinkers. Changes in the Ancient, Medieval, and Modern list of the passions or emotions and in the relative importance of the different passions will also be considered. We will also discuss whether and to what degree pre-modern accounts of the will and passions are subject to the same criticisms now being made of Classical Modern accounts of the will, the passions and the unified subject.

Eileen C. Sweeney

PL 607 Seminar: Socratic Dialectic (S: 3)

Method: Socratic dialectic and Aristotelian ordinary-language logic. Classes: informalization of medieval scholastic disputation. Issues: faith and reason; existence, nature and knowability of God; problem of evil; predestination and free will; soul and immortality; heaven and hell; miracles and resurrection; identity of Jesus; Bible as myth vs. Bible as history; relation between religion and morality; religious experience; comparative religions Eastern and Western. Genre: philosophical apologetics.

Peter J. Kreeft

PL 608 Humanism and Anti-Humanism

This course will examine contemporary notions of humanism (e.g., Sartre, Heidegger) and the critique that has been made of humanism by such thinkers as Althusser, Foucault, Derrida and Lacan. *Not offered 1992-93*

William J. Richardson, S.J.

PL 614 Husserl and Hume

Descartes and Hume exerted the greatest influence on Husserl's development of phenomenology. This course, after beginning with a brief exposition of Husserl's version of the phenomenological method, will examine Hume's positive impact on Husserl's thought, especially in its later stages. It is anticipated that Hume's contribution to Husserl's turn to radical subjectivism will be documented. *Not offered 1992-93*

Richard T. Murphy

PL 615 British Empiricism (S: 3)

This course introduces British empiricism through the epistemological theories of Locke, Berkeley, and Hume. Within this historical context, the representationalist theory of perception developed by Locke and criticized by Berkeley and Hume will be presented. The contemporary discussions concerning the correct interpretation of these thinkers will be examined.

Richard T. Murphy

PL 618 The Process of Becoming

Scientific developments such as the theories of evolution, relativity, and quantum mechanics have forever changed the ways we view reality. This course traces the attempts of twentieth-century philosophers and theologians such as Bergson, Whitehead, Teilhard, and Hartshorne to forge new conceptions of reality adequate to these intellectual breakthroughs. *Not offered 1992-93*

Patrick H. Byrne

PL 620 The Eclipse of the Good: New Orientations in Contemporary Ethics

This course is directed to upper-division undergraduate as well as graduate students. It will examine major theories in contemporary ethics from the perspective that these theories have been provoked by novel experiences of evil. Among the authors to be considered are Alasdair MacIntyre, Michel Foucault, Sigmund Freud, Martha Nussbaum, Robert Lifton and Piaget. Other resources utilized by the course will include contemporary literature and film. *Not offered 1992-93*

James W. Bernauer, S.J.

PL 625 The Problem of Self-Knowledge (F: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Joseph F. Flanagan, S.J.

PL 626 Hannah Arendt: Learning to Love the World

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. The specific theme for the course will be this contemporary thinker's effort

to renew a love for the world and an appreciation of the worldly traits of those who call it home. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought. *Not offered 1992-93*

James W. Bernauer, S.J.

PL 629 Introduction to Hermeneutics (F: 3)

An examination of the contemporary problem of hermeneutics in light of its historical antecedents for entry-level M.A. students and advanced undergraduates.

William J. Richardson

PL 632 The Later Heidegger

This course will consider major themes in Heidegger's development after the so-called "turning" in his way (circa 1930). These will become manifest in certain selected representative texts.

Required: a serious knowledge of *Being and Time*, such as gained from "The Heidegger Project" or its equivalent. *Not offered 1992-93*

William J. Richardson, S.J.

PL 633 Metaphysics: Selected Texts (F: 3)

A diligent examination of selected classical metaphysical texts, chosen for intrinsic importance and for historical influence. Texts to be studied will vary from year to year. Proficiency in Greek will be an asset.

Arthur R. Madigan, S.J.

PL 634 The Philosophy of Jurgen Habermas

A seminar on the more recent (1981 and later) writings of Jurgen Habermas. We will consider the following topics: the theory of communicative action; the theory of modernity; theories of law and politics; aesthetics. *Not offered 1992-93*

David M. Rasmussen

PL 637 Hegel's Philosophy of Law (F: 3)

This seminar will consider Hegel's philosophy of law from both historical and contemporary perspectives. The seminar will concentrate on a reading of *The Philosophy of Right*. Special emphasis will be given to Hegel's contribution to the current discussion of the relationship between law and philosophy. Topics of interest will include: the link between law and morality, law and political philosophy, law and the problem of interpretation, contextualization and neo-Aristotelian assumptions about the nature of law versus universalist (Kantian and neo-Kantian) perspectives on law and the Hegelian and current discussion of Civil Society.

David M. Rasmussen

PL 638 Plato: Selected Dialogues

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato. *Not offered 1992-93*

Arthur R. Madigan, S.J.

PL 641 Ethics and Psychoanalysis

An examination of the ethical problem as posed by psychoanalysis. *Not offered 1992-93*

William J. Richardson, S.J.

PL 643 Great Contemporaries

A study of one or more authors who have made or are making a significant contribution to philosophy in the twentieth century. Authors to be studied will vary from year to year. The focus will be on authors such as Alasdair MacIntyre, Martha Nussbaum, and Charles Taylor who 1) assimilate the Western philosophical tradition in a creative way; 2) present a substantive and well-argued philosophical position (a "live option"); and 3) refine the style and enrich the language of philosophy itself ("purify the dialect of the tribe"). *Not offered 1992-93*

Arthur R. Madigan, S.J.

PL 680 The Phenomenology of Edmund Husserl

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology. *Not offered 1992-93*

Richard Cobb-Stevens

PL 681-682 Symbols (Perspectives II) and Science (Perspectives IV)

This is a two-semester, 12-credit course. The syllabus is taken from Perspectives II (Modernism & the Arts) and Perspectives IV (New Scientific Visions). We will explore the ways in which artistic and scientific understanding complement and enhance one another. *Not offered 1992-93*

Joseph Flanagan, S.J.

PL 691 Kant's Critique of Judgment (S: 3)

This seminar will focus on a reading of Kant's famous "Third Critique." We will also consider contemporary readings of *The Critique of Judgment*. We will also be interested in both the impact of this work on contemporary "aesthetic theory" and its contribution to recent debates on ethics, politics and contemporary democratic theory.

David M. Rasmussen

P H Y S I C S

FACULTY

Frederick E. White, *Professor Emeritus*; A.B., Boston University; B.S., Ph.D., Brown University

Solomon L. Schwebel, *Associate Professor Emeritus*; B.S., City College of New York; M.S., Ph.D., New York University

Francis A. Liuima, S.J., *Assistant Professor Emeritus*; M.S., Boston College; Ph.D., St. Louis University

Robert L. Carovillano, *Professor*; A.B., Rutgers University; Ph.D., Indiana University

Joseph H. Chen, *Professor*; B.S., Saint Procopius College; Ph.D., University of Notre Dame

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

George J. Goldsmith, *Professor*; B.S., University of Vermont; M.S., Ph.D., Purdue University

Rein A. Uritam, *Associate Professor, Chairperson of the Department*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

David A. Broido, *Assistant Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Michael J. Graf, *Assistant Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Assistant Professor*; M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw

Pradip M. Bakshi, *Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Research Professor*; D.Sc., Israel Institute of Technology



PROGRAM DESCRIPTION

The Department of Physics offers a rich and comprehensive program of study leading to a B.S. degree in physics.

This program is designed to prepare a student for advanced graduate studies and a professional career in physics. Minimum requirements in the B.S. program are adequate for students planning on immediate employment upon graduation or undertaking certain career directions outside of physics. Courses are in classical and modern physics and emphasize physical concepts and experimental methods. The laboratory program offers broad experience in experimental physics and opportunity to work closely with faculty and graduate students on advanced research projects.

The minimum requirements of the physics major program include eleven lecture courses in physics of which nine are numbered above 300. Among these the following seven are required: PH 303, 304, 401, 402, 403, 411, and 420. In addition, a physics major must choose at least two of the following elective courses: PH 404, 412, 425, 441, 480, or 525. The required laboratory courses are PH 203–204, PH 405–406, and PH 535. In addition, especially for students concentrating in experimental physics, either PH 536 or (with approval) PH 538 is strongly recommended. PH 532, Senior Thesis, is recommended for students planning graduate work in physics. Mathematics through the level of advanced calculus is required; the Mathematics Department offers 4-credit calculus courses (MT 102, 103, 202, 305) and physics majors are encouraged to enroll in these rather than in the 3-credit course sequence. The final requirement is two approved courses in a science other than physics, normally General Chemistry, CH 109–110, along with the associated laboratory.

A physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental honors program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of junior year and no later than the first quarter of senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon: a) Satisfactory completion of a thesis based on the research project; b) Demonstration through an oral examination of a broad comprehension of physics in general and the spe-

cial field of the thesis. The examining committee shall be appointed by the Chairperson and consist of a two-member faculty Honors Committee and one additional examiner from the physics faculty or graduate student body.

Advanced undergraduate physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741, described in the Graduate Catalog.

COURSE OFFERINGS

Courses numbered below 200 are introductory courses directed generally at non-science majors. These courses have no prerequisites and utilize no mathematics beyond ordinary college entrance requirements. Introductory physics courses may be used to fulfill the Science Core requirement. PH 209–210 Introductory Physics I, II (Calculus) or PH 211–212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory I, II are required of all biology, chemistry and physics majors. Courses numbered above 300 are advanced offerings primarily for physics majors.

Introductory Courses (Core)

PH 111–112 Physics for the Curious I, II (F: 3–S: 3)

This course is designed to introduce the non-technically oriented student to physics. Despite the fact that physics can most elegantly be described mathematically, this course emphasizes the concepts behind the equations. Shunning the math, a gut feeling for the concepts is developed in lieu of number-crunching solutions. The purpose is to broaden your thinking and to answer questions like: Why does a supertanker shut its engines off 16 miles from port? How do cats “always” land on their feet? Why do ice cubes sink in an alcoholic drink? Why are steam radiators white? Why do birds not get electrocuted sitting on high-voltage wires? Why is the sky blue?

David Broido

Michael Graf

PH 115–116 Structure of the Universe I, II (F: 3–S: 3)

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include: structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, astronomical concepts.

Krzysztof Kempa

PH 130 Ideas of 20th-Century Physics (S: 3)

A course for non-science majors who wish to become conversant with some of the leading ideas in contemporary science that have had a major impact on the modern world, presented in a way that a non-mathematically inclined student can understand. Some of the topics covered include the new ideas of space and time in Einstein's relativity, the nonintuitive concepts of causality in quantum physics, applications of these to atomic physics, nuclear weapons and nuclear power, and the highly exciting new discoveries and theories in space, such as pulsars, quasars, and black holes.

Gabor Kalman

PH 131 Development of Scientific Thought (F: 3)

The objective of this course is to illuminate those concepts and views of the physical world that play so large a part in our lives. Starting with the contributions of the Greeks and bringing it up to the present, the course will outline the role of mathematics, philosophy, astronomy, physics, chemistry, biology and geology in the formation of our present view of the world about us and the view we have of ourselves. The course is open to all students; there are no prerequisites. The emphasis will be on the concepts of the various sciences, not on their techniques. *Rein A. Uritam*

PH 136 Space Exploration (F: 3)

This course deals with Space Age discoveries. Satellites have been used to explore wide areas of the solar system and of deep space; the results from space missions and from dramatic developments in ground based observational capabilities provide the basis of the course. Physical concepts are developed in context, with an historical perspective provided from the ideas of the early astronomers and philosophers to the current space findings. Topics include the Sun-Earth system, including solar flares, the solar wind, the magnetosphere and auroras; comparative studies of the other planets; the Moon and planetary satellites; comets; X-ray, gamma ray and radio wave pictures of deep space. *Robert L. Carovillano*

PH 171–172 Energy and the Environment, a Technoscientific Perspective I, II (F: 3–S: 3)

A course primarily for nonscience majors in which the cultural, historical and scientific origins of our contemporary technological society are explored; the fundamental principles of energy utilization examined; and the impact of technology on resources and the environment studied. Emphasis is on the people and processes of science-technology, and on the fundamental limitations to the availability of energy as a background to the investigation of problems of population, resources, and pollution. Three lectures per week.

Brian Bowlby

PH 173–174 Nuclear Power and Nuclear Weapons I, II (F: 3–S: 3)

This course will cover the basic physical principles and technology of nuclear reactors, nuclear power systems, and nuclear weapons. Emphasis will be on equipping each student to find a reasonable position between the poles of purely “pro” and purely “anti”; to acquire a sound understanding of the benefits and costs of nuclear power and nuclear weapons; to sort out the important differences between nuclear armaments policy and nuclear electric power policy; and to have responsible, well-informed, opinions on these critical issues. There are no science or math prerequisites. *George Goldsmith*

PH 183–184 Foundations of Physics I, II (F: 3–S: 3)

An introduction to the principal concepts of classical and modern physics. Elementary algebra is used in this course but emphasis is on physical understanding rather than mathematical manipulation. Topics include mechanics, electricity and magnetism, heat, sound, optics, and some revolutionary 20th century ideas in relativity and quantum physics and their application to the subatomic world. Recommended Laboratory (optional): PH 101–102. *Clyde Beckwith*

PH 199 Special Projects (F: 5)

Individual programs of study and research under the direction of physics faculty members. Credits and requirements by arrangement with the approval of the Chairperson. *The Department*

PH 209–210 Introductory Physics I, II (Calculus) (F: 4–S: 4)

Prerequisite: MT 100–101 (may be taken concurrently)

A course primarily intended for those majoring in the physical sciences. The principal areas of physics will be covered at the introductory level with an orientation toward future study of these areas. Primary emphasis will be on classical mechanics and on electricity and magnetism, and also on wave phenomena, thermodynamics, kinetic theory, optics, and topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204.

Joseph Chen

Michael Graf

PH 211–212 Introduction to Physics I, II (Calculus) (F: 4–S: 4)

Prerequisite: MT 100–101 (may be taken concurrently)

First semester: An introduction to classical mechanics, including Newton's laws, energy, angular motion, oscillations and gravitation; wave motion acoustics, the kinetic theory of gases and thermodynamics. Second semester: The fundamentals of electricity and magnetism, electrical and magnetic properties of matter, electromagnetism, electromagnetic oscillations and waves, geometrical optics and optical instruments, the wave properties of light, and selected topics in modern physics. Four lectures per week. Recommended laboratory (optional): PH 203–204.

Changgeng Du

Francis A. Linima, S.J.

Laboratory Courses**PH 101–102 Basic Laboratory I, II* (F: 1–S: 1)**

A course which provides laboratory demonstration of physical principles and demands minimal use of mathematics in interpreting the results of experiments or demonstration experiments. One two-hour laboratory period per week. *Lab fee per semester:* \$115.00

George Goldsmith

PH 203–204 Introductory Physics Laboratory I, II* (F: 1–S: 1)

A laboratory course which provides an opportunity to perform experiments on a wide range of topics in mechanics, electricity and magnetism, optics, acoustics, heat, and modern physics. One two-hour laboratory period per week. This lab is intended for students in PH 209–210 or PH 211–212. *Lab fee per semester:* \$130.00

George Goldsmith

PH 405–406 Modern Laboratory Techniques I, II* (F: 1–S: 1)

Introduction to the methods of contemporary physics research; the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction. *Lab fee per semester:* \$150.00

Hui Wang

PH 535–536 Experiments in Physics I, II* (F: 3–S: 3)

Experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area, and of the principles and problems of modern experimental physics.

Lab fee per semester: \$150.00 *George Goldsmith*
Pin Hong

PH 538 Projects in Experimental Physics* (F, S: 3)

Prerequisite: Permission of Chairperson

A major individual research problem in an area such as atomic, nuclear, or solid state physics. Project approval must be obtained prior to the beginning of the semester, normally at the time of pre-registration. *Lab fee per semester:* \$150.00

The Department

Electives (Primarily for Majors)**PH 303 Introduction to Modern Physics I, II (F: 4–S: 4)**

A transition between introductory and advanced physics courses, for science majors. The basic subject matter includes the two principal physical theories of the twentieth century, relativity and quantum mechanics. The Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics. Quantum mechanics of a particle in three dimensions. Applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

David Broido

Michael Graf

PH 399 Scholar's Project (F: 5)

Reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the approval of the chairperson.

The Department

PH 401 Mechanics (S: 4)

Classical mechanics at the intermediate level. Particle dynamics and oscillations in one dimension. Conservative forces. Conservation principles: energy, momentum, angular momentum. Particle dynamics, orbit theory, and stability for central forces; the Kepler problem; Rutherford scattering. Accelerating frames of reference. Rigid body dynamics. Introduction to Lagrange's equations.

Joseph Chen

PH 402–403 Electricity and Magnetism I, II (F: 3–S: 3)

Electricity and magnetism at the intermediate level. Electrostatics; Laplace's equation. Magnetostatics. Maxwell's equations; electromagnetic waves. Electron theory; dispersion; theory of the dielectric constant. Electromagnetic radiation.

Joseph Chen

PH 404 Spacetime Physics: Relativity

The principle of relativity. The spacetime interval, proper time, the light cone. The Lorentz transformation, transformation properties of kinematic variables. Invariance and conservation laws. Collisions, binding energy of composite systems. *Offered 1993–94*

PH 411 Atomic and Molecular Physics (F: 4)

A course at the intermediate level: Simple and multi-electron atoms; Schrodinger equation; Pauli principle; atomic spectra, Zeeman and Stark effects; selection rules; x-rays; molecular physics.

David Broido

PH 412 Nuclei and Particles (S: 3)

A course at the intermediate level: Structure of the nucleus. The neutron; the deuteron. Alpha decay; beta decay. Nuclear models. Nuclear reactions; collision theory. Nuclear forces. High energy physics; systematics and properties of elementary particles; symmetries.

Rein Uritam

PH 420 Statistical Mechanics and Thermodynamics (F: 3)

The laws and theorems of thermodynamics. Reversibility and irreversibility. Change of phase. Entropy. Ideal gases and real gases. Maxwell-Boltzmann distribution. Fermi-Dirac statistics, Bose-Einstein statistics. Statistical basis of thermodynamics.

David Broido

PH 425 Introduction to Solid State Physics (S: 3)

Prerequisite: MT 100–101; one year of physics

A survey of solid state physics, including: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity. Physical characterization of materials. Open to all science majors.

Krzysztof Kempa

PH 441 Optics

A modern treatment of geometrical and physical optics, with emphasis on contemporary topics including applications. Optical systems, Fraunhofer and Fresnel diffraction, interference, polarization, Fourier transform spectroscopy, holographs, and lasers. *Offered 1993–94*

PH 480 Introduction to Mathematical Physics (F: 3)

Determinants, matrices and their application to the solution of linear differential equations. Other areas to be studied are: Fourier series, Laplace and Fourier transforms.

The Department

PH 525 Plasma Physics (S: 3)

Prerequisites: PH 402, MT 204 or 201

An introduction to the study of many charged particle classical systems. Motions of single particles. Plasma as a fluid. Interaction of plasma and waves. Properties of the plasma diffusion, resistivity and stability. Introduction to kinetic theory. Problems related to fusion.

The Department

PH 532 Senior Thesis (S: 3)

A semester-long project in the course of which a student carries out investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. Highly recommended for majors considering graduate study in physics.

Rein A. Uritam

PH 599 Readings and Research in Physics (F, S)

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Credits and requirements by arrangement with the approval of the Chairperson.

The Department

POLITICAL SCIENCE

FACULTY

Peter S. H. Tang, *Professor Emeritus*; A.B., National Chengchih University; A.M., Ph.D., Columbia University

Christopher J. Bruell, *Professor*; A.B., Cornell University; A.M., Ph.D., University of Chicago

Robert K. Faulkner, *Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Donald L. Hafner, *Professor*; A.B., Kalamazoo College; Ph.D., University of Chicago

Marc K. Landy, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

David Lowenthal, *Professor*; A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Kay L. Schlozman, *Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

William Schneider, *O'Neill Professor* B.A., Brandeis College; Ph.D., Harvard University

Robert Scigliano, *Professor*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Donald S. Carlisle, *Associate Professor*; A.B., Brown University; Ph.D., Harvard University

David A. Deese, *Associate Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Dennis Hale, *Associate Professor, Chairperson of the Department*; A.B., Oberlin College; Ph.D., City University

David R. Manwaring, *Associate Professor*; A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Susan M. Shell, *Associate Professor*; B.A., Cornell University; Ph.D., Harvard University

John T. Tierney, *Associate Professor*; A.B., Johns Hopkins University; Ph.D., Harvard University

Kenji Hayao, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

Duane Oldfield, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., University of California

Robert S. Ross, *Assistant Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University



PROGRAM DESCRIPTION

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, journalism, graduate work, and teaching in the social sciences.

Requirements: Majors are normally to take Fundamental Concepts of Politics (2 semesters) as the first course. At least 8 electives are to be taken, including one from each subfield: American Government, Comparative Government, Political Theory and International Politics.

Departmental Honors

The Department of Political Science sponsors an honors program for a small number of junior and senior majors. Admission to the honors program is by invitation of the Department on the basis of GPA in the major and overall GPA.

Students in the honors program are also expected to take a total of two honors seminars during their junior and senior years, in addition to the 10 courses required for the major. These seminars, considered electives in the major, do not exempt students from the requirement of taking one course in each of four subfields. Honors seminars receive a special designation on the transcript.

To graduate with one of the two highest levels of departmental honors, students must complete twelve courses within the Department, including two honors seminars, and must write an honors thesis. The level of departmental honors depends upon the quality of work in the thesis, the honors seminars, and courses in general. Students who opt not to write the thesis but who have taken twelve courses and demonstrated excellence in the major and in the two honors seminars, are eligible for the lowest level of departmental honors.

COURSE OFFERINGS

Core Courses: Introductory

For freshmen and sophomores; juniors and seniors by department permission only. *Note:* These are the *only* departmental courses open to freshmen.

PO 041-042 Fundamental Concepts of Politics (F: 3-S: 3)

Introduction to governments, political ideas and theories, and the study of politics. For majors only. Counts toward *Core requirement*.

Kathleen Bailey
Christopher Bruell
Kenji Hayao
Stephen Knott
Marc Landy
John Tierney
Duane Oldfield

PO 061 American Politics: The Organization of Power (F: 3)

This course examines how constitutional structure and procedure operate to allocate power and influence among competing interests in society. Stress is on those aspects of the system that make it work the way it does, and on the moral pros and cons of both process and results. PO 061 is not open to students who have taken PO 024. Counts towards *Core requirement*. For non-majors.

David R. Manwaring

PO 062 American Politics: Major Issues of Public Policy (S: 3)

A survey of public policies in selected areas (including monopoly control, labor-management relations, protection and promotion of civil rights, land and water management, social welfare, delivery of health and education services). Examination of cultural, social and political factors will attempt to demonstrate how public policies are defined, resolved and administered, and by whom. Counts towards *Core requirement*. For non-majors.

Marie Natoli

PO 071 Political Classics (S: 3)

A one-semester introduction to the study of political matters through the careful analysis and discussion of several outstanding writings, ancient and modern. Special emphasis is given to the problem of determining the nature, aim and forms of the political community. Readings will be drawn from Plato, Shakespeare, Machiavelli, Bacon, Locke, Lincoln, Marx, Churchill, Orwell. The class will divide into small discussion sections on Friday. Counts toward *Core requirement*. Non-majors only.

David Lowenthal

PO 080 (HS 272) Introduction to Russian, Soviet and East European Studies (F: 3)

This course provides the student with the key themes, theories and approaches necessary for further detailed study of Russia, the former USSR, and the East European states. The major findings and methods used by specialists in various disciplines will be previewed and presented. Open to freshmen and sophomores. Juniors and seniors by permission only. Counts toward Social Science Core requirement. (May receive Political Science or History credit: for History credit, History Core is prerequisite, but may be taken simultaneously.)

Donald S. Carlisle
Raymond T. McNally

Special Undergraduate Courses

PO 281 or 282 Individual Research in Political Science (F, S: 3)

One semester of research under the supervision of a member of the Department, culminating in a long paper or some equivalent. Permission of instructor required.

The Department

PO 291-292 Honors Thesis in Political Science (F, S: 3)

The Department

PO 295-296 Honors Seminar (F: 3-S: 3)

Undergraduate Electives

Prerequisite: Sophomore standing or higher.

Undergraduate seminars, listed at the end of each of the four fields, meet once a week and are limited to 20 students. *Prerequisite:* Junior standing or higher.

American Politics

PO 303 The Modern Presidency (F: 3)

An investigation of the development of the Presidency in the twentieth century. Special attention will be given to the manner in which the activist presidents from Franklin Roosevelt to Ronald Reagan have attempted to reconcile the role of

domestic steward with that of world leader. Note: Not open to students who have taken PO 317.

Marc Landy

PO 308 Public Administration (S: 3)

This course will be devoted to the examination of the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. Among the topics covered are: theories of organization and administration; leadership; communication; budgeting; administrative law; personnel practices; public unionism. Among the major themes of this course are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?

Dennis Hale

PO 309 Congressional Politics and Policymaking (F: 3)

The course examines the U.S. Congress from an institutional perspective. Major points of emphasis include: the historical evolution of the Congress and its principal institutional changes; the political environment in which Members of Congress operate (focusing on congressional elections and on legislators' relations with their constituents, with executive branch officials, and with representatives of organized interests). The course also examines the institutional structures and behavioral patterns that shape the legislative process: the leadership and the parties; the organization and operation of congressional committees; floor procedures and norms; the growth and professionalization of congressional staff; and the budgetary process. Finally, the course examines different perspectives on congressional policymaking.

John Tierney

PO 310 Politics and the Administration of Justice (S: 3)

This course offers an intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights.

David R. Manwaring

PO 311 Urban Politics (S: 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Duane Oldfield

PO 317 The American Presidency (F: 3)

This course will focus on the historical development of the American presidency. Special attention will be given to the founding period, the presidencies of Andrew Jackson and Abraham Lincoln, and the rise of the 20th century activist presidents. Additionally, the course will examine presidential emergency power and the constitutional questions which arise from the use of this power.

Stephen Knott

PO 319 National Security Policy (F: 3)

An analysis of basic security policy issues facing the United States in the post-Cold War world, with a focus on such contemporary issues as: the connection between military and economic security; the spread of sophisticated weaponry to more and more nations; the appropriate role of covert action and intelligence services; and the prospects of enhancing U.S. security through arms control and other cooperative international efforts. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

PO 320 Social Movements and American Politics (S: 3)

Social movements have played a critical role in American politics, bringing previously unheard constituencies and demands to the fore, upsetting pre-existing political arrangements, and reshaping the political landscape. This course will combine examination of particular social movements (including the Civil Rights movement, the Christian Right, and the Gay and Lesbian Rights movement) with more general theoretical analysis. Key questions to be considered include: Why do social movements arise? What factors account for their success (or failure)? How receptive is the American political system to movement influence?

Duane Oldfield

PO 321 American Constitutional Law (F: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

PO 323 Tocqueville on France and America (S: 3)

Prerequisite: Ability to read and speak French.

The course will be conducted in French. It will mostly take up Tocqueville's writings on the French Revolution and French politics during the first half of the 19th century and on American democracy as he found it in his travels in the United States in the 1830s. Some current readings on French and American politics will bring Tocqueville's accounts down to date.

Robert Scigliano

PO 329 American Political Ideas and Institutions (S: 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

PO 330 The Politics of Health Care Policy (S: 3)

This course considers how and why health policy issues become political issues and how federal health care policy has developed programmatically over the past 35 years, focusing on: biomedical research, Medicare and Medicaid, health maintenance organizations, health planning and regulation, and hospital cost containment. In our examination of each program area, we shall concern ourselves principally with the politics of congressional action, but shall also examine the role

of interest groups, presidents, and executive agencies in shaping these policies.

John Tierney

PO 339 (EC 359) Economics and Politics of the Environment (S: 3)

This course examines environmental issues from the perspectives of both economics and political science. A wide variety of specific environmental issues will be addressed, including hazardous waste, air and water pollution control, global climate change, wilderness preservation, and land use. For each issue we will analyze both the political and the economic factors that affect environmental policy formation and implementation.

Marc Landy

Stephen Polasky

PO 344 American Legal System (S: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and legal procedure; lawyers and the legal profession; modern comparisons (Britain and France); legal reasoning (common law precedent, statutory interpretation); some substantive manifestations (torts, contracts, property); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.).

David R. Manwaring

PO 349 (CO 290) Politics and the Media (F: 3)

An analysis of the mass media's impact on the workings of the American political system. Explored will be such topics as the media's interaction with political institutions, its role in campaigning, its use by office holders and politicians, its effect upon recent events in the political arena, e.g., its treatment of terrorism, violence, riots, etc.

Marie Natoli

PO 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S: 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Admission to this course is by *application only*. Juniors and seniors are selected on a competitive basis, based on their fitness for assignment to public offices.

Marie Natoli

PO 362 Seminar: Political Economy and Public Policy (S: 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

Marc Landy

PO 376 Seminar: Current Constitutional Issues (F: 3)

An examination of major controversies regarding the constitutional roles of American courts. Tentative topics include judicial activism/creativity vs. "original intent" interpretivism; jurisdiction, congestion and the problem of access; the Reagan/Burger "counterrevolution" in civil liberties; the rebirth as issues of state rights and economic liberty.

David R. Manwaring

PO 380 Seminar: Covert Action and American Democracy (F: 3)

This seminar examines the use of covert operations from the founding of the United States to the rise of the Central Intelligence Agency. The course will review a number of case studies involving use of these operations, including some controversial operations from the recent past. These cases will highlight the difficulties involved in balancing the need for secrecy in foreign policymaking with the need for openness and accountability in a democracy. *Stephen Knott*

Comparative Politics**PO 405 Politics in Western Europe (F: 3)**

A comparative analysis of political thought, action, and organization in Britain and France. Serves as an introduction to the study of comparative politics. Counts toward *Core requirement*.

Marvin Rintala

PO 406 Politics in Western Europe (S: 3)

A comparative analysis of political thought, action, and organization in Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Counts toward *Core requirement*.

Marvin Rintala

PO 409 Soviet Politics: From Lenin to Yeltsin (F: 3)

This course will analyze the various stages in the life-cycle of the Soviet political system, from its origins in 1917 through its collapse in 1991. Throughout, special emphasis in the investigation will be placed on top leadership politics, the communist elite's changing composition, and the population's ethnic make-up. The central "main-spring" role of the Communist Party in sustaining the system will be examined. Stalin and Stalinism is considered in relation to the problems of consolidating and maintaining a one-party dictatorship.

The so-called "Dilemma of the Reforming Despot" is central to the analysis of the Khrushchev and Brezhnev Eras, and patterns of reform and reaction will be treated in this fashion. Gorbachev's and Yeltsin's roles in the demise of the USSR will be studied in detail; finally, the nationality problems that sealed the Soviet Union's fate will have a prominent place in our analysis of the system's disintegration during 1991.

Donald S. Carlisle

PO 416 Introduction to Chinese Politics (S: 3)

This course treats of the People's Republic of China after 1949. The focus is on political institutions, the policy-making process, and state-society relations. The course also includes a brief introduction to Chinese foreign policy.

Not open to those who have taken PO 410.

Robert S. Ross

PO 417 Government and Politics of Japan (S: 3)

This course offers an overview of contemporary Japanese politics, designed for students with a general interest in Japan as well as political science concentrators. It begins with a brief historical account, and proceeds to discussions of Japanese culture and society, electoral politics, decision-making structures and processes, and public policy issues in both domestic and foreign affairs.

Kenji Hayao

PO 423 From Empires to Nations (S: 3)

Analyses of the emergence, maintenance and decline of the major imperial systems. The bureaucratic empires of antiquity, including the Chinese and Roman enterprises, will be treated. Modern continental empires such as the Austro-Hungarian and Russian will be dealt with, as well as the British and French overseas imperial experiences. Contemporary problems, including Soviet and American issues and the emergent nation-states of the so-called Third World, will be discussed.

Donald S. Carlisle

PO 431 Rebellion and Revolution in the Middle East, 1881-1992 (S: 3)

This course will investigate the origins and evolution of rebellions and revolutionary movements in the Middle East. Among the topics to be discussed are the nature of revolutionary change, the effects of colonialism and Western economic penetration on Middle Eastern politics, the bases and nature of popular resistance, the relationship between revolutionary movements and social change in the Middle East, and revolutionary ideologies. Examples will include the 'Urabist Revolt in Egypt, the Ottoman and Iranian constitutional revolutions, popular resistance to French and British colonial policy in the post-World War I period, the Turkish revolution, the Palestine Rebellion of 1936-39, Nasserism, the Algerian revolution, the Iranian revolution, the Intifada, and the Islamicist challenge to current regimes.

James Gelvin

PO 441 Politics and Society in Western Europe (F: 3)

This course presents evaluation of the relative political significance of language, social class, generational and religious similarities and differences in Western Europe.

Marvin Rintala

PO 442 The Political Institutions of Western Europe (S: 3)

A comparison of the functions and forms of suffrage, electoral systems (single-member districts or proportional representation), parties and party systems, legislatures, executives, types of states (parliamentary or presidential, republican or monarchical) in Western Europe. The final institution considered will be the state.

Marvin Rintala

PO 461 Seminar: Power and Personality (S: 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

International Politics**PO 501 International Politics (F: 3)**

The nation-state system, its principles of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics.

Donald L. Hafner

PO 504 International Politics of Europe (S: 3)

An analysis of the main currents of international relations among European nations in recent decades, focusing particularly on the rise of Europe as a major international actor and the problems of building a new European community following the demise of the Soviet Union."

Donald L. Hafner

PO 506 Soviet Foreign Policy (S: 3)

In this course Soviet international behavior will be treated in terms of three sectors: 1) policy toward the West; 2) policy regarding non-Communist underdeveloped countries; and 3) policy toward other Communist states and non-ruling Communist parties. Topics such as Comintern, Socialism in One Country, the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Donald S. Carlisle

PO 514 Great and Local Powers in East Asia (F: 3)

Introduction to international relations of East Asia since World War II, with a focus on the diplomacy of Japan, China, and other powers and the emergence and resolution of regional conflicts, including the Korean and Vietnam wars.

Robert S. Ross

PO 516 American Foreign Policy (S: 3)

This course will examine the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Donald L. Hafner

PO 517 Middle East World Affairs I (F: 3)

This course will trace the roots of contemporary Middle Eastern politics by looking at the evolution of the "Near Eastern Question" and Middle Eastern politics and society until 1918. Among topics to be considered: great power rivalry and diplomacy, empire vs. state, the economic peripheralization of the region, Islamic reform, the origins of nationalism, intellectual trends.

James Gelvin

PO 520 (EC 396) (HS 192) (RL 300) The European Experience (Summer: 3)

This interdisciplinary course is taught by Professors David Deese, Political Science, Jeffrey Howe, Fine Arts, Frank Murphy, History, Robert Murphy, Economics, and a wide range of officials from the European Community and professors from the University of Louvain. The thematic focus is the European Community's single internal market. Students live and attend classes at the Irish Institute of European Affairs in Louvain, which is a 20-minute train ride northeast of Brussels, Belgium.

An introductory unit maps the historical and cultural roots of the European Community. The second unit reviews the economics of integration and the process of forging a single monetary system in the Community. A third section analyzes the political roots and motivations of the Community, the institutions and legal process, and likely dimensions of future integration, including the common foreign policy and the entrance of new member states. The final unit surveys selected art and architecture of Belgium and Eu-

rope, including guided tours of museums, churches, and other art and architectural treasures in the towns and cities of Belgium and its surroundings. Classes in various European languages are also offered and encouraged. *David A. Deese*

PO 525 Introduction to International Political Economy (F: 3)

Reviews the three contending classical approaches to the study of international political economy: liberalism, Marxism and mercantilism. Focuses on international trade, finance and the multinational corporation, and the underlying theory of international regimes. Extends the examination of the specific issues involved in East-West and North-South relations. Demonstrates and integrates the key theory and trends from the course through applied analysis of the continuing oil crisis and evolution in world energy markets.

David A. Deese

PO 526 International and Comparative Political Economy II (S: 3)

Offers students with prior coursework in international politics or political economy the opportunity to explore broad theoretical questions in international political economy. Applies emerging theory and modern history to the questions of America's international position in the late twentieth century. Explores possible patterns in the rise and decline of empires and preeminent nations; lessons from periods of British preponderance; extent of current U.S. decline and implications for peaceful change and war in the international system. Not open to those who have taken PO 538.

David A. Deese

PO 553 Seminar: U.S.-Japan Relations (F: 3)

How the current crisis in the U.S.-Japan relationship is handled is likely to affect people across the globe. This course analyzes the important factors—historical, strategic, economic, and political—affecting the current relationship and then considers how the relationship can and should be handled in the future.

Kenji Hayao

PO 556 Seminar: International Peace and War in the 1990s (S: 3)

This seminar surveys some of the classic work on the relationship between politics and war, highlighting insights of continuing relevance in the twentieth century. The core units focus on the causes of conflict and paths to reducing the number and intensity of international wars. Selected case studies include World War I, Vietnam, the Middle East in 1967 and 1973, Afghanistan, 1980-1989; Iran-Iraq, 1981-1988; and the Iraq-U.S./Coalition War of 1991. The conclusion addresses the creation of conditions and institutions for peace and conflict management in the 1990s.

David A. Deese

PO 563 Seminar: Chinese Foreign Policy (S: 3)

This course is a comprehensive analysis of the People's Republic of China's foreign policy since 1949. It focuses on the historical, international, and domestic sources of Chinese policy towards the superpowers and towards its Asian neighbors. The course also covers the instruments of Chinese foreign policy, including use of force and economic diplomacy.

Robert S. Ross

Political Theory

PO 606 Foundations of Modern Political Philosophy (F: 3)

An introductory consideration of a few seminal views. In 1992-93 the course will glance at the post-modernist critique of modern life, by Foucault and Heidegger, and then reconsider the stages in the development of modern thought articulated by Nietzsche, Kant, and Machiavelli.

Robert K. Faulkner

PO 608 Introduction to Political Philosophy (S: 3)

Can one know what is good and what is the best political order? A careful consideration of a few leading inquiries, especially in shorter writings of Plato, Machiavelli, and recent political thinkers.

Robert K. Faulkner

PO 619 Fundamentals of Classical Political Philosophy (F: 3)

The course will provide a comparison of ancient and modern politics; readings from Plato's *Laws*, Montesquieu's *Spirit of the Laws*, and Mark Twain's *A Connecticut Yankee in King Arthur's Court*. With the collapse of communism, we need another reference point for understanding the essential features of our politics. This reference point is supplied by the ancient politics which our modern politics replaced.

Christopher J. Bruell

PO 627 Shakespeare's Political Wisdom I (F: 3)

Four of Shakespeare's best-known plays studied to discover his understanding of political life.

David Lowenthal

PO 628 Shakespeare's Political Wisdom II (S: 3)

Four other Shakespearian plays studied with care. This course can be taken independently of PO 627.

David Lowenthal

PO 631 Ethics and Politics (S: 3)

What's good and what good is it in politics: A consideration of the shape and possibility of a just political order and of whether it can adequately encompass what is good. Readings and discussion will touch contemporary proposals and discuss a very few major alternatives selected from novelists, playwrights, and philosophers such as Nathaniel Hawthorne, Edward Bellamy, Francis Bacon, Swift, Shakespeare, Aristotle, Plato, Locke, Nietzsche, and Mill.

Robert K. Faulkner

PO 641 Models of Political Phenomena (F: 3)

This course provides an introduction to thinking analytically about human behavior by exposing students to various styles of constructing and testing models of political phenomena. It looks at a number of the intellectual tools that have been used to represent political and social processes. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 644 Individual and Community (F: 3)

An introduction to various ways in which the relation between the individual and the larger political order has been conceived. Readings to include both classical and more recent works of philosophy and literature.

Susan Shell

PO 645 Kant's Political Thought (S: 3)

A study of the political philosophy of Kant and its bearing on American political thought and

practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

PO 658 Seminar: Machiavelli's Prince and Plays (S: 3)

A study of *Mandragola*, *Clizia*, and *The Prince*.

Robert Faulkner

PO 659 Seminar: Edmund Burke and Modern Conservatism (F: 3)

A study of the thought of Edmund Burke, the father of modern conservatism, using some of his main writings.

David Lowenthal

PO 666 Seminar: Politics, Art and Literature: The Russian Experience (S: 3)

Central attention in this seminar is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoyevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn.

Donald S. Carlisle

The following courses are offered by the Department on a recurring basis; consult the instructor for information about each course.

- PO 302 American National Government
Robert Scigliano
- PO 306 Parties and Elections in America
Kay L. Schlozman
- PO 312 Women in Politics
Kay L. Schlozman
- PO 316 Topics in American Politics: The President, Congress and the War Power
Robert Scigliano
- PO 317 American Presidency
Robert Scigliano
- PO 332 The "Great Rights": The First Amendment and American Democracy
David R. Manwaring
- PO 334 Politics of Environment
Marc Landy
- PO 336 Pressure Groups: Organized Interests in American Democracy
Kay L. Schlozman
- PO 337 Judicial Process
Robert Scigliano
- PO 340 Public Policy
Marc Landy
- PO 341 20th-Century American Political Thought
Dennis Hale
- PO 343 Politics and Inequality
Kay L. Schlozman
- PO 347 Administrative Politics and Policymaking
John Tierney
- PO 348 Representation/Citizenship
Robert Scigliano
- PO 353 Seminar: Executive Politics and Policymaking
John Tierney
- PO 364 Seminar: The New Deal and the Transformation of American Politics
Marc Landy
- PO 368 Seminar: Legislative-Executive Policymaking
John Tierney
- PO 379 Seminar: Current Constitutional Issues II
David R. Manwaring
- PO 422 Crisis Politics: Violence, Revolution and War
Donald S. Carlisle
- PO 439 Leadership in Europe
Marvin Rintala

PO 440 The National Character of Politics
Marvin Rintala

PO 462 Seminar: Parties and Party Systems
Marvin Rintala

PO 527 Comparative Foreign Policy of Developed
and Developing Nations *David A. Deese*

PO 561 Seminar: Theory in International Politics
David A. Deese

PO 601 Introduction to History of Political
Philosophy *Susan Shell*

PO 604 Problems of Liberal Society
David Lowenthal

PO 607 Democracy: Kinds, Promise, Problems
Robert K. Faulkner

PO 609 American Political Thought
Robert K. Faulkner

PO 612 Political Philosophy of Plato
Christopher J. Bruell

PO 613 Marx *Susan Shell*

PO 614 Rousseau *Susan Shell*

PO 615 Socrates and Athens *Christopher J. Bruell*

PO 616 Modern Political Theory *Susan Shell*

PO 621 Topics in Classical Political Philosophy
Christopher J. Bruell

PO 623 Politics and Education *David Lowenthal*

PO 624 Political Thought of Abraham Lincoln
David Lowenthal

PO 634 Contemporary Political Theory *Susan Shell*

PO 638 Political Idealism *Susan Shell*

PO 639 DeTocqueville's *Democracy in America*
David Lowenthal

PO 643 Edmund Burke and Modern Conservatism
David Lowenthal

PO 654 Seminar: The Political Philosophy of
Hegel *Susan Shell*

PO 656 Seminar: Plutarch's Lives *David Lowenthal*

PSYCHOLOGY

FACULTY

Marc A. Fried, *Professor Emeritus*; B.S., City
College of New York; Ph.D., Harvard Univer-
sity

Murray Horwitz, *Professor Emeritus*; B.S.S.,
City College of New York; Ph.D., University
of Michigan

Ali Banuazizi, *Professor*; B.S., University of
Michigan; A.M., The New School for Social
Research; Ph.D., Yale University

Randolph Easton, *Professor, Chairperson of the
Department*; B.S., University of Washington;
A.M., Ph.D., University of New Hampshire

Marianne LaFrance, *Professor*; A.B., Univer-
sity of Windsor; A.M., Ph.D., Boston Univer-
sity

G. Ramsay Liem, *Professor*; A.B., Haverford
College; Ph.D., University of Rochester

Michael Numan, *Professor*; B.S., Brooklyn Col-
lege; Ph.D., University of Chicago

William Ryan, *Professor*; A.B., Ph.D., Boston
University

Ellen Winner, *Professor*; A.B., Radcliffe Col-
lege; Ph.D., Harvard University

Daniel J. Baer, *Associate Professor*; A.B., LaSalle
College; A.M., Ph.D., Fordham University

Norman H. Berkowitz, *Associate Professor*;
A.B., University of Massachusetts at Amherst;
A.M., Ph.D., Boston University

Hiram H. Brownell, *Associate Professor*; A.B.,
Stanford University; M.A., Ph.D., Johns
Hopkins University

Donnah Canavan, *Associate Professor*; A.B.,
Emmanuel College; Ph.D., Columbia Univer-
sity

Peter Gray, *Associate Professor*; A.B., Columbia
University; Ph.D., Rockefeller University

Michael Moore, *Associate Professor*; A.B., A.M.,
Ph.D., Harvard University

Karen Schneider-Rosen, *Associate Professor*;
B.A., Brandeis University; Ph.D., Harvard Uni-
versity

M. Jeanne Sholl, *Associate Professor*; B.S.,
Bucknell University; M.S., Idaho State Univer-
sity; A.M., Ph.D., Johns Hopkins University

Joseph J. Tecce, *Associate Professor*; A.B.,
Bowdoin College; M.A., Ph.D., Catholic Uni-
versity of America

Gilda A. Morelli, *Assistant Professor*; B.SC.,
University of Massachusetts, Boston; Ph.D.,
University of Massachusetts, Amherst

Nadim Rouhana, *Assistant Professor*; B.A., Uni-
versity of Haifa; M.A., University of Western
Australia; Ph.D., Wayne State University

Kavitha Srinivas, *Assistant Professor*; B.A., Ban-
galore University; M.S., Purdue University;
Ph.D., Rice University



PROGRAM DESCRIPTION

The undergraduate program in Psychology is designed to meet the needs of three classes of students: a) those who wish a sound cultural background in the study of behavior; b) those who wish to acquire a thorough undergraduate training in psychology, as majors, in anticipation of professional graduate study; and c) those who wish a basic understanding of human behavior as a supplement to some other major field of concentration.

The Psychology Department urges its majors to seek Psychology faculty advisement prior to each University Registration period and Psychology faculty provide expanded office hours for this purpose.

Students majoring in Psychology must meet the following requirements:

1. Introduction to Psychology, taken as soon as possible after entering the major. These courses—Introductory Psychology I (PS 073) and Introductory Psychology II (PS 074)—may be taken in either order.

2. Statistics (PS 190) in their second or third year.

3. One of the various research practica in either their third or fourth year. (See 300-level courses, below.)

Each research practicum course satisfies the departmental research methods requirement.

Under faculty supervision, students will be expected to complete a research study or a more limited series of research exercises. Through such activities, students will participate in hypothesis development and testing, the development of a research design, the construction and/or application of measurement procedures, data analysis, and the reporting of research findings. Course requirements include writing a research proposal and a final research report. In addition, all students will either participate in or attend a Psychology Department Research Conference each semester. Although the practicum courses all share these learning objectives, the substantive theoretical focus of each differs to permit the student to engage in research in an area of high interest. Each practicum presumes knowledge of theories relevant to its special focus. For this reason, different prerequisites are specified for each. Classes will be limited to twenty.

4. At least one elective from the following: Sensory Psychology (PS 140), Perception (PS 143), Learning (PS 144), Cognitive Psychology (PS 147), Physiological Psychology (PS 150), or Evolution of Behavior (PS 270).

5. At least one elective from the following group: Personality Theories (PS 101), Social Psychology (PS 131), Developmental Psychology (PS 136), Abnormal Psychology (PS 139), or Cross-cultural Psychology (PS 145).

6. Two additional electives, for a minimum of eight Psychology courses. Courses designed primarily for nonmajors (those with numbers below 070) are *not* to be included among the eight counted toward a major.

7. In addition, Psychology majors must take two departmentally approved courses in mathematics (MT 004–005, MT 014–015, MT 100–101, or any two MT courses above MT 100–101, with the permission of the Department) and two courses with laboratories in either Biology (BI 110–112, BI 200–202, BI 130–132), Chemistry (CH 131–132, CH 109–110) or Physics (PH 183, 184; with lab 101, 102).

To majors who wish to focus their Psychology curriculum on one of the following areas, the following concentrations are available:

1. **Psychology/Management**—Psychology faculty advisor: Dr. Norman Berkowitz.

2. Psychobiology—Psychology advisor: Dr. Michael Numan.

In addition, students have the opportunity to undertake a five-year, joint Psychology/Social Work Master's degree program. Psychology faculty advisor: Dr. Michael Moore.

A minor in Cognitive Science is also available. See the section on "Minors" in the College of Arts and Sciences section at the front of this booklet.

Interested students may obtain basic informational material from the Psychology main office, McGuinn 300–301.

Senior Thesis

The Department offers majors the opportunity to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor. Those who are interested in writing a thesis are encouraged to participate in Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. Seniors who are engaged in writing a thesis may enroll in PS 500, "Senior Thesis," in either or both semesters. Students whose theses are judged to be of exceptional merit will have "Senior thesis passed with honors" noted on their University transcripts. The Senior Thesis does not fulfill the majors' research methods practicum requirement, and students who plan to write a thesis are advised to complete their practicum before their senior year.

Psychology Course Numbering

000–009: Courses for non-majors which *do not* satisfy the Social Science Core requirement and *do not* provide credit toward completion of the Psychology major.

010–069: Courses primarily for non-majors which satisfy the Social Science Core Requirement but *do not* provide credit toward completion of the Psychology major.

070–599: Courses primarily for undergraduate Psychology majors. These courses *do not* satisfy the Social Science Core requirement for non-majors.

600–699: Courses open to advanced undergraduates and graduate students.

700–above: Graduate level courses.

Regarding the Social Science Core Requirement:

Non-majors may fulfill the Social Science Core requirement with any Psychology course with a number between 010 and 069. These are the *only* Psychology courses which fulfill the non-major Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement by virtue of their completion of the Psychology major.

COURSE OFFERINGS

PS 005 Application of Learning Theory* (F, S: 3)

Prerequisite: Consent of Learning to Learn Program

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theo-

retical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.

Daniel Bunch

Dacia Gentilella

Kuni Uchida

*This course *does not* satisfy the Social Science Core requirement and *does not* provide credit toward completion of the Psychology major.

Core Courses

These courses satisfy the Social Science Core requirement for non-majors. They may also be taken by majors but do not satisfy any of the requirements for the Psychology major. Each course is designed to achieve considerable breadth of coverage organized under a guiding theme.

PS 010 Psychology and Social Issues (F, S: 3)

What contributions have psychologists—as theorists, researchers, and practitioners—made to the advancement of our understanding of real-life problems and phenomena? In considering issues such as social inequality, religious resurgence, family stability, deviance, social conflict, collective violence, etc., can we turn to Psychology for data and analysis that will be helpful in addressing such problems?

Ali Banuazizi

William Ryan

PS 039 Psychological Perspectives on Social Justice (S: 3)

This course will examine the psychological research and theory on justice in relation to perceptions of others and prejudice; the development of a sense of justice; justice in close relationships; aggression and violence; altruism; social persuasion; justice in the environment; justice in the criminal system; justice and the psychological bases for peace. Can be taken as a Pulse course with field work or as an ordinary classroom course.

Margaret Gorman

PS 040 The Social Psychology of Religion (F: 3)

This course will consist of three approaches to the social psychological study of religious experience: 1) cognitive; 2) existential/phenomenological; and 3) social. Each unit will begin with a discussion of a major theoretical construct and some of the issues upon which the tradition is founded. Following this, a survey of some of the important research of each tradition will be undertaken. Emphasis will be placed on critical examination of each approach, with an eye toward seeing possible ways of studying religious phenomena within the social psychological perspective.

Timothy Shortell

PS 044 Psychology of Art and Creativity (S: 3)

This course examines the psychological processes involved in both the creation of art and in our response to art. We will investigate how these processes operate in the normal adult, how they develop in the child, and how they break down under conditions of psychosis and brain-damage.

Ellen Winner

PS 048 Psychology and Law (F, S: 3)

The relationship between the scientific study of behavior and the institution which formally organizes and controls human social relations is examined from three perspectives: psychological research on legal process, contributions of psychological knowledge to understanding social problems with which the law deals, and legal re-

lation of the science and profession of psychology. Included is a consideration of the similarities and differences between the assumptions, functions, and methods of these two enterprises. Examples of specific topics include: jury decision-making, behavior of lawyers, judicial decision-making; evidence; legislative and executive behavior; violence, aggression and criminality; social change of and by the law; mental health law.

Stephen L. Jones

PS 050 Idea of Insanity (F, S: 3)

Ideas about insanity change dramatically over time and space—what causes it, what it is like, what to do about it. This course examines some of those ideas from different perspectives, with side trips into such issues as the philosophical problem of mind and body, the sociology of deviance, and such controversies as those surrounding the insanity defense and involuntary confinement.

Prospective members of the course should understand that this is *not* a watered-down Abnormal Psychology course; no discussion of psychiatric diagnoses, no talk about psychotherapy, no juicy case histories. The course is about ideas, not about insanity.

William Ryan

PS 055 Fundamentals of Humanistic Psychology (F: 3)

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, Robert Assagioli, etc.

Margaret Gorman

PS 062 Psychobiology of Mental Disorders (F, S: 3)

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. A relaxation method is practiced in class. Lecture format.

Joseph J. Tecce

Majors' Courses

The following courses may be taken by both majors and non-majors who have fulfilled the appropriate prerequisite, however they do not satisfy the Social Science Core requirement for non-majors.

Note: Courses are listed within general categories, (General, Biopsychology, Cognitive Processes, Developmental Psychology, Personality and Clinical Psychology, Social Psychology, and Tutorials), and appear numerically within each category.

General

PS 073 Introductory Psychology I (F, S: 3)*

This course provides an introduction to experimental psychology and biopsychology. The following topics will be presented: scientific methodology, sensation and perception, physiological psychology, behavioral development, learning and memory, cognitive psychology, evolution and genetics of behavior, animal behavior, motivation and emotion. Students are required to fulfill a research participation requirement. *This course does not satisfy the Social Science Core requirement for non-majors.*

Peter Gray

Gail Martino

John B. Mitchell

Michael Numan

Kavitha Srinivas

PS 074 Introductory Psychology II (F, S: 3)*

An introduction to Psychology as a behavioral science, both theoretical and applied. Considers such topics as child development, personality, social psychology, abnormal behavior and mental health. Students are required to fulfill a research participation requirement. *This course does not satisfy the Social Science Core requirement for non majors.*

Donnab Canavan

Kyra Kulik

Gilda A. Morelli

Nadim Roubana

**The introductory courses (PS 073 and PS 074) may be taken in either order.*

PS 190 Statistics (F, S: 3)

This course will present an introduction to those elementary statistics essential to the conduct of scientific research. Topics will include basic probability, the normal distribution, standard scores, estimation of parameters, hypothesis-testing, t-scores, chi-square, analysis of variance, and simple correlation and regression. (The section of this course offered by Dr. Norman Berkowitz will meet for four class hours per week and provide 4 credits.) Students are required to fulfill a research participation requirement. *For majors only.*

Norman Berkowitz

Hiram Brownell

Randolph D. Easton

Philip Mitchell

PS 500 Senior Thesis (F, S: 3)

Prerequisite: Consent of the Department

For majors who are writing senior theses. May be repeated. *The Department*

PS 606 Experimental Design and Statistics (F: 3)

Prerequisite: An undergraduate statistics course

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques will be emphasized which assess the main and interactive effects of multiple independent variables on single dependent variables.

Randolph D. Easton

PS 608 Multivariate Statistics (S: 3)

Prerequisite: An introductory course in statistics

This course provides a conceptual and practical introduction to multivariate statistics. Algebraic demonstrations are used to illustrate the inner workings of procedures, but otherwise the course content is not very mathematical, *i.e.*, there are no discussions based on matrix algebra or calculus. The major focus is on multiple correlation and regression. Other procedures, which are covered in less detail as time permits, include principal components and factor analysis, clustering analysis, and multidimensional scaling. Analyses performed using statistical packages are discussed in detail. Also addressed are general research issues such as research design, the logic of hypothesis testing, and the role of statistics in psychology as a discipline.

Hiram Brownell

PS 621 History and Theories of Psychology (F: 3)

Survey of the philosophical roots and development of psychological thought from the Grecian and Medieval periods to the present. Emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of

psychological theory. Review of major developments in nineteenth-century physiology, Darwin's evolutionary theory and its consequences for psychology, and the emergence of psychology as an independent discipline in Germany and the United States. The rise and demise of the major systematic positions in psychology—Structuralism, Functionalism, Gestalt, Behaviorism and Psychoanalysis. Overview of current theoretical developments and controversies in psychology. Undergraduates who desire to take this course must first obtain the permission of the instructor.

Ali Banuazizi

Biopsychology**PS 150 Physiological Psychology (F: 3)**

Prerequisite: PS 073 or BI 110–112 or BI 200–202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology will be presented first. Using this background, the following topics will be discussed: (a) neuropharmacology and the biological bases of mental illness, (b) neuroanatomy and neurochemistry of reward and reinforcement, (c) the physiological bases of thirst and body water regulation as an example of integrated homeostatic mechanisms, (d) neuroendocrinology and behavior, which will include discussions of the hormonal control of reproductive behavior and the biological contribution to behavioral sex differences, (e) the anatomy and physiology of learning and memory.

Michael Numan

PS 250 The Physiological Basis of Memory (S: 3)

Prerequisite: PS 150 or PS 273; PS 144 is recommended.

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course will present a discussion of how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity. Topics given particular emphasis include the work of Kandel and Alkon on organisms with simple nervous systems, electrophysiological models of memory, and recent neural-network models of memory.

John B. Mitchell

PS 262 Psychophysiology of Stress (S: 3)

Prerequisite: PS 073 or PS 062 or BI 110–112 or BI 200–202 or permission of the instructor

Psychological, social, and biological stressors are discussed in the context of how they impair behavior and how they can be controlled. A relaxation method is practiced in class. Seminar format.

Joseph J. Tecce

PS 270 Evolution of Behavior (S: 3)

Prerequisite: PS 073 or a college course in biology

This course concerns the biological basis of behavior from an evolutionary perspective. It concentrates on the study of behavior in non-human vertebrates, with some discussion of invertebrates and humans. Although the course will focus on the study of behavior as a biological adaptation, it also includes a brief consideration of

the mechanistic control of behavior and the psychobiology of behavioral development from an evolutionary perspective. The course begins with a review of the fundamentals of evolutionary theory, behavior genetics, and the concept of animal species. Subsequent topics that are discussed include foraging, territorial, and anti-predator behavior, reproductive interactions including parental care, communication behavior, mating systems, and animal sociality. The course ends with a consideration of the use of the evolutionary perspective for an understanding of human behavioral variations.

The Department

PS 273 (BI 481) Introduction to Neurosciences (S: 3)

Prerequisite: One year of an introductory biology course, *i.e.*, BI 200–202 (One year of general chemistry, *i.e.*, CH 109–110, is also strongly recommended.)

This course is intended to provide a comprehensive introduction to the structure and function of the nervous system. We will adopt a multi-level approach and consider neural functioning at molecular, cellular and organismal levels. Topics covered will include the physiology of the neuron; the pharmacological and molecular bases of neurotransmission; the fundamentals of nervous system organization; and the neural basis of higher order processes such as sensory integration and perception, and memory and cognition.

Grant Balkema

William Brunken

Michael Numan

PS 650 Advanced Psychological Psychology (S: 3)

Prerequisite: PS 150 or its equivalent, or PS 273/BI 481, or consent of instructor

The first half of this course will be taught in a lecture format, and the second half will be organized as a seminar. The lectures will focus on the neuroscience of reproduction and advanced readings will be assigned. Topics will include the neural and endocrine bases of seasonal breeding, male and female sexual behavior, parental behavior, and sexual differentiation. For the second half of the course, each student will present one or two lectures to the class on a topic of his or her choice within the general area of behavioral neuroscience. These oral presentations will be based on independent library research.

Michael Numan

PS 662 Health Psychology (F: 3)

Prerequisite: PS 073, PS 062, BI 110–112, BI 200–202, or permission of the instructor

The role of psychological and biological factors in the cause, treatment, and prevention of biomedical disorders is discussed in the context of clinical and basic research. A relaxation method is practiced in class. Seminar format.

Joseph J. Tecce

Cognitive Processes**PS 143 Perception (F: 3)**

Prerequisite: PS 073; Recommended: PS 140

The goal of this course is to account for the nature of our conscious, perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference vs. Gibsonian direct detection—will be compared and contrasted by considering major perceptual phenomena. Discussion topics will em-

phasize visual perception and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.

Randolph D. Easton

PS 144 Learning (F: 3)

Prerequisite: PS 073

The question addressed by this course is how experience with biologically significant stimuli influences the way in which an organism interacts with the environment. Although the emphasis will be on Pavlovian conditioning and instrumental learning in non-human vertebrates, the course will take a broadly evolutionary approach beginning with the simplest forms of learning among invertebrates and concluding with the implications of learning theory for human behavior and behavior change. The importance of an organism's ecological niche, and the evolutionary predispositions and constraints on learning will be emphasized.

John B. Mitchell

PS 147 Cognitive Psychology (F, S: 3)

Prerequisite: PS 073

An information processing approach to perception and thought will be covered. It will be assumed that information from the environment is processed and transformed by the mind in order to control complex human behavior. Topics to be discussed will include perception contrasted with receptor stimulation, encoding processes, attention, memory, problem solving, concept formation, altered states of consciousness, and the functionally split brain of man.

Jeanne Sholl

Kavitha Srinivas

PS 183 The Future of Consciousness (F: 3)

Prerequisite: PS 074

An examination of the nature of consciousness from both eastern and western traditions. Selected topics include: the evolution of consciousness, body consciousness, meditation, telepathy, psychokinesis, clairvoyance, survival phenomena, magic, and ways of psychospiritual growth.

Daniel Baer

PS 184 Techniques of Behavior Control (S: 3)

Prerequisite: PS 074

An applied oriented course with emphasis on psychological principles that significantly influence behavior. Topics include: conditioning and habit control, brainwashing, religious conversion, cults, hypnosis, healing and biofeedback.

Daniel Baer

PS 187 Neuropsychology (S: 3)

Prerequisite: PS 073

This course provides an overview of the field of neuropsychology, which is the study of how different parts of the brain work together to produce human cognition. A large part of the course examines how the effects of brain injury can be used to study a range of topics in language, perception, memory, thinking, and emotion. Often, injuries to different regions of the brain are associated with selective deficits. For example, injury to one part of the left hemisphere can disrupt a person's ability to produce and understand complete sentences while leaving relatively intact the ability to use single words. This kind of restricted impair-

ment highlights the different components that together make up human language ability. Thus, selective deficits can be used to evaluate theories of both normal and disrupted cognition. Specific topics covered in this course include etiologies of brain injury, neuropsychological assessment, word, sentence and discourse processing, speech prosody, visual perception, mental imagery, and emotion. There is some discussion of research with intact (non-brain-injured) humans and research with other species, but most of the course addresses the sequelae of brain injury in humans. Many of the readings are drawn from journal articles and other primary sources.

Hiram Brownell

PS 243 Introduction to Blindness and Visual Impairment (S: 3)

This course will give students an overview of the causes and consequences of total blindness and low vision, both congenital and acquired. Implications for perception and for psychosocial development and adjustment will be emphasized. The service delivery systems for education and rehabilitation will be examined. Simulation of total blindness and low vision will be an integral part of the course.

Billie Louise Bentzen

PS 263 Topics in the Psychology of Consciousness (S: 3)

Prerequisite: PS 183

An advanced-level study of states of consciousness. Topics include: the mind-body problem, theories of consciousness, the highest states of consciousness, myths, the physics of consciousness, alternate realities and the nature of personal reality.

Daniel Baer

PS 302 Research Methods Practicum: Perception (S: 3)

Prerequisite: PS 143

Students will be divided into four groups. Each group will conduct a complete experiment dealing with an important issue in perceptual psychology. Facets of the experimental process with which students will be involved include design, construction of apparatus and stimulus materials, data collection, data analysis and technical report writing. A range of feasible research topics will be discussed at the outset of the course and students will be allowed to rank-order their first three preferences. Formation of groups will occur on this basis. *For majors only.*

Randolph Easton

PS 311 Research Methods Practicum: Cognitive Processes (F, S: 3)

Prerequisite: PS 143 or PS 147

In this course students will acquire "hands-on" experience in conducting research designed to answer questions such as the following: What cognitive factors differentiate people who have a poor sense of direction from people who have a good sense-of-direction? How do people mentally organize their spatial knowledge of the local environment? Why are men generally better at visual-spatial tasks than women? How can memory ability be enhanced? In the course of conducting research, students will learn the principles of good experimental design. *For majors only.*

PS 644 Seminar in Memory (S: 3)

Prerequisite: PS 147

This seminar will focus on issues that are important to our understanding of episodic and semantic memory. The issues that will be covered

will include encoding and retrieval processes in memory, the study of interesting lapses of memory such as the tip-of-the-tongue phenomenon, the study of how bilinguals and multilinguals represent information in the two languages, the failure of memory in brain-damaged populations, and the link between memory for events and the perception of events.

Kavitha Srinivas

Developmental Psychology

PS 136 Developmental Psychology (S: 3)

Prerequisite: PS 073 or PS 074

General psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development will be considered along with the theoretical and practical implications of studying age differences in behavior.

Michael Moore

Gilda A. Morelli

PS 261 (SL 361) Psycholinguistics (F: 3)

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language. Some background in linguistics or psychology is desirable.

Margaret A. Thomas

PS 305 Research Methods Practicum: Developmental/Cognitive (S: 3)

Prerequisite: PS 136 or PS 147

Designed to help students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research will focus on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects. *For majors only.*

Michael Moore

PS 313 Research Methods Practicum: Language and the Arts (F: 3)

Prerequisite: PS 136 or 147 or 251 or 258 or consent of the instructor

Research will be conducted in two areas: language understanding and sensitivity to the arts (the visual arts, music, and literature). Research projects can be carried out with children and/or with adults. Research topics may include: Can listeners detect when a melody shifts from major to minor? Do children detect unbalanced paintings as unbalanced? Can children (or adults) perceive moods expressed in paintings? What kinds of cues do we use to detect sarcasm and distinguish it from a lie? Primary emphasis will be on the experimental method. *For majors only.*

Ellen Winner

PS 645 Cultural Context of Child Development (S: 3)

Prerequisite: PS 136

The course examines the developing child from a cultural perspective. Topics related to the role sociocultural features play in arranging the daily lives of children, and how children appropriate the skills and competencies needed to be functioning members of their community will be examined. The perspective guiding the selection

of reading materials is that knowledge emerges by active participation in day-to-day routines of the community. Topics for discussion include parenting and parental beliefs, gender-role, sibling and peer relationships, psycholinguistics, everyday cognition, and education and the transmission of knowledge. PS 145 is strongly recommended.

Gilda A. Morelli

PS 651 Issues in Cognitive Development (F: 3)

Prerequisite: Consent of the instructor

In this seminar we will consider the major theories of cognitive development. We will explore current work in the area of cognitive development. Topics to be considered include: concept formation, word learning, the child's theories of mind, and symbolic development.

Ellen Winner

Personality and Clinical Psychology

PS 101 Personality Theories (F: 3)

Prerequisite: PS 074

A basic course introducing students to a variety of theoretical approaches to the understanding of character and personality.

Donnah Canavan

PS 139 Abnormal Psychology (F, S: 3)

Prerequisites: PS 073 or PS 074

Beginning with divergent contemporary views of the meaning of abnormal in today's world, this course will systematically explore the body of theory and data relevant to the understanding of maladaptive human process. The varieties of abnormal experience and behavior will be discussed and an overview of current approaches to the resolution of the problem of psychopathology will be offered.

Ramsay Liem

Karen Rosen

PS 209 Clinical Psychology (F: 3)

Prerequisite: PS 139

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.

Karen Rosen

PS 265 Psychological Assessment (S: 3)

Prerequisite: PS 074; *Recommended:* PS 101

The course will emphasize issues and techniques of personality and clinical assessment. Technical and methodological principles of test construction (e.g., the evaluation of reliability and validity, as well as the establishment of norms and the interpretation of test scores) will receive extensive treatment. The survey of specific assessment procedures will range from traditional devices, including a variety of structured ("objective") and unstructured ("projective") techniques, to less traditional, but increasingly popular, techniques of behavioral assessment and sampling. A major theme of the course will address the feasibility and value of devising and applying techniques of personality assessment derived from the experimental laboratory.

The Department

PS 281 Sports Psychology (S: 3)

Prerequisites: Any Psychology course or consent of instructor. Juniors and Seniors, only.

The course will include 1) the assessment of individual and team psychological factors that interfere with peak performance, 2) various approaches to enhance athletic performance, 3) the effects of family and peer pressure, 4) coping with poor performance and injury, 5) anecdotal and experimental evidence, 6) guest speakers such as athletes and coaches.

Harvey Dulberg

PS 303 Research Methods Practicum: Personality Theories (F: 3)

Prerequisite: PS 101

A course in research methods stressing the application of these methods to questions in the area of personality psychology. Traits or personality variables like self-esteem are common topics. Students, in small groups, actually design, conduct, and report their research.

Donnah Canavan

PS 615 Advanced Seminar: Social and Emotional (S: 3)

Prerequisite: Developmental Psychology

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality. Contemporary issues such as the effects of day care, dual-career couples, divorce and single parenthood will be discussed. We will consider the social context within which children live and grow and explore the role of mothers and fathers, siblings, peers, and schools in the developmental process.

Karen Rosen

PS 639 Seminar in Developmental Psychopathology (F: 3)

Prerequisites: Developmental Psychology and Abnormal Psychology

Developmental psychopathologists view psychological disturbances in terms of deviations from normal patterns of social, emotional, and cognitive development. An exploration of the origins, nature and course of psychological disorders at various ages will be made. Theoretical, empirical, and clinical issues in the area of developmental psychology will be discussed. An underlying theme that we will develop is that there is a reciprocal relationship between normal and atypical patterns of development. Our understanding of pathology can be informed by knowledge of what is "normal"; alternatively, we can gain greater insight into normal processes of development and the roots of competence, adaptation, and invulnerability by illuminating the causes and developmental consequences of psychopathology.

Karen Rosen

Social Psychology

PS 125 (EN 125) (SC 225) Introduction to Feminism (F, S: 3)

A course taught by student teams under faculty direction to acquaint students with a large range of academic and life experience topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socializa-

tion, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

Lorraine Liscio

PS 131 Social Psychology (F: 3)

Prerequisite: PS 074

A review of the research literature on how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.

Marianne LaFrance

PS 145 Cross-Cultural Psychology (S: 3)

Prerequisite: PS 074

A comparative analysis of psychological processes, personality development and social relations across different cultures. Emphasis is placed on both theoretical and methodological problems in cross-cultural research. Topics include: perception, cognition, motivation, socialization, psychopathology, sex roles, social norms, and collective and intergroup behavior.

Ali Bannazizi

PS 146 Political Psychology (F: 3)

Prerequisite: An introductory course in psychology

This course considers psychological contributions to the study of individual and collective political behavior. Major topics include the impact of personality on politics; patterns of leadership; political socialization, cognitive dynamics and political perceptions, images of the enemy; political belief systems, contemporary perspectives on dogmatism, authoritarianism, and liberal-conservatism; and patterns of political violence. Various levels of psychological analysis are examined to assess the extent and limits of psychology's contribution to the study of political behavior.

Nadim Ronbana

PS 148 Attitudes and Social Relations: Stability and Change (F: 3)

Prerequisite: An introductory course in psychology

A review of classic and contemporary approaches to attitudes and persuasion: conditioning and modeling; message learning; cognitive and motivational approaches; and theory of reasoned action. Attitude measurement and prediction. Relationship between attitude and action. Social attitudes and social influence as central analytic tools in understanding stability and change in people's relationship to social systems and political environments. Conformity to group standards; obedience to authority; perceived legitimacy of social systems. Influence processes in persuasive communication and brainwashing.

Nadim Ronbana

PS 210 Interpersonal Relations (S: 3)

Prerequisite: PS 074

The goal of this course is to provide understanding of interpersonal and group processes through examination of the students' own experiences in a laboratory group which meets weekly throughout the semester. In addition, each student will join a committee which will make three reports on aspects of group structure and process as these are evidenced in the laboratory group.

The reports will combine theory, observations, the presenters' own laboratory group experiences, and any additional data they choose to collect. Topics may include problems in group formation, group goals, status and influence, leadership, sociometric structure, norms, conflict, subgroups, communication, feedback and attributional perspectives, etc. Grades will be based on these reports and participation in the discussions of related material.

Norman Berkowitz

PS 225 Psychology of Women (F: 3)

Prerequisite: PS 074, SC 001 or EN 125

Course is concerned with examining psychology's past and current approach to understanding the behavior of girls and women. Topics include the development of sex-role identity, sex differences in cognitive, emotional, and social functioning, as well as exploration of various life experiences unique to women. Throughout, particular attention will be directed toward the impact of stereotyping and sexism.

Marianne LaFrance

PS 245 Emotions, Culture, and Human Diversity (S: 3)

Prerequisite: PS 074

This course will explore the following six major themes: 1) the evolutionary adaptive functions of emotions, the neural structures involved in the relationships between perception-emotion and cognition-emotion; 2) non-verbal: facial, vocal, postural and gestural communications of emotions; 3) emotional development: the role of attachment in emotional development, the mediating function of language in emotional development, and the relationship between emotions and moral development; 4) the theories of emotions: biological and socio-cultural explanations of emotions; 5) culture and emotions: relationship between language and emotions, rituals and emotions, and music and emotions; 6) social structure and emotions: the effect of social changes (i.e., work and family) on people's emotional lives, and their attitudes about emotions. *Kavous G. Behzadi*

PS 249 The Psychology of Nonverbal Communication (S: 3)

Prerequisite: PS 073 or PS 074; *Recommended:* PS 131

This course provides an overview of research in nonverbal communication, taught from a social psychological perspective. The different channels of communication (facial expression, gaze, posture, touch) will be reviewed, with particular emphasis on nonverbal communication in the context of intimate relations, power relations, and deception situations. The course will focus not only on the specific findings, but also on the link to other theories and applications within psychology.

Marvin A. Hecht

PS 256 Theory and Application in Group Dynamics (F: 3)

Prerequisite: PS 074 or consent of instructor

The relationship between theory and experience is emphasized in this course. Aspects of group structure and process will be identified through structured class exercises and observations of groups in natural settings. Conceptualization of structure and process will be accomplished through lecture, readings and discussion. Attention will be given to implications for

improving member and group effectiveness in task accomplishment. Content will include comparisons of individual and group performance, group goals, decision making, norms, conformity, conflict, communication, cohesiveness, and leadership.

Norman Berkowitz

PS 267 Adult Psychosocial Development (F: 3)

Prerequisite: PS 073 and PS 074

This course reviews the changes in life situation, in role patterns, in stresses, and in psychological functioning that are characteristic for the different developmental phases among men and women in the contemporary United States. Particular attention will be devoted to the stability and persistence of behavior and attitude across different phases of the life cycle and the sequences of work and career, marriage and parenthood, child-rearing and community experiences, and friendship and leisure opportunities in modifying behavior over time.

Marc A. Fried

PS 279 Advanced Psychopathology: Sociocultural Perspectives (S: 3)

Prerequisite: PS 139 or consent of instructor

This course explores important social and cultural perspectives on the definition, cause, and treatment of psychological impairment. Approaches emphasizing both the more immediate, micro contexts of psychological disorder such as the family and those concerned with broader socioeconomic conditions (e.g., social class or the state of the economy) will be addressed. An effort will be made to compare not only the level of social process emphasized in each of these perspectives but also differences in the basic dynamics they focus upon, e.g., stress, attributions and labeling, institutional dynamics. Special topics such as the mental health of women and minorities, crosscultural perspectives on mental illness, and human rights and mental health will be covered, based on the interest of students.

Ramsay Liem

PS 306 Research Methods Practicum: Social Psychology (S: 3)

Prerequisite: PS 131 or PS 249

This practicum is designed to introduce students to research methods used by social psychologists to study topics such as social interaction and person perception. The course has two primary foci: how to critically read existing research and how to carry out a research project. Primary emphasis will be on the experimental method although other methods such as naturalistic observation and field studies will be described.

For majors only. Marianne LaFrance

PS 310 Research Methods Practicum: Group Dynamics (S: 3)

Prerequisites: PS 131 or PS 256

This course is devoted to familiarizing students with all phases of the research process from formation of the problem through preparation of a research report. Although readings will be assigned, the primary vehicle for learning is the study that each student will conduct as a member of a research team. The investigation will be directed to some aspect of small group behavior of

interest to both students and professor. Studies will ordinarily be experimental but other models may be employed if better suited to the problem. Grades will be based on a final research report submitted by each student. Performance in conducting the research and students' contribution to all other phases of the process will also be considered.

For majors only. Norman Berkowitz

PS 600 (SC 378) (SW 600) Introduction to Social Work (F, S: 3)

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups and communities and their problems. The course also examines the current policies and programs, issues and trends of the major settings in which social work is practiced.

Regina O'Grady-LeShane

PS 612 Social Cognition (S: 3)

Prerequisite: Consent of instructor

This course will focus on recent advances in the area of social cognition with special consideration of such topics as attribution theory, perceived control, social schemata, and ordinary explanations of social behavior. The course will provide a critical overview of the theories and methods in social cognition as well as application to such areas as victimization, prejudice, and coping.

Marianne LaFrance

PS 656 Social Psychology of Conflict (S: 3)

Prerequisite: For graduate students: none; for undergraduates: consent of the instructor

Social psychological theories of the origins, development, intensification, and resolution of conflict at the personal, interpersonal, and intergroup levels will be examined. Concepts of social identity, life space, group membership potency, group boundaries, attribution, and cognitive schema will be employed extensively in these analyses. Potential effects of conflict at one level on the manifestation of conflict at other levels will be explored. Application to current interpersonal, organizational, and societal conflicts will be encouraged. The course will employ both lectures by the instructor and student presentations to the class on selected topics.

Norman Berkowitz

PS 676 Self, Ethnic Identity, and Asian American History (S: 3)

Prerequisite: Permission of the instructor

This course is designed to explore Asian American history from the perspective of identity formation among Asian Americans. Asian traditions and culture along with the historical experiences of Asians in America will be examined in conjunction with the psychological literatures on self and ethnic identity. As a second historical source, students will conduct oral histories with family members, ideally intergenerationally. Participants will also have an opportunity to learn first hand about contemporary issues facing Asian American communities in the Boston area. The course will be conducted in a seminar format in which students play an active role in facilitating discussion. In addition to a term paper, students will be invited to design a class project reflecting

their collective understanding of self, ethnicity, and history. Enrollment will be limited to 15.

Ramsay Liem

PS 721 (SW 721) Human Behavior and the Social Environment (F: 3)

This Graduate School of Social Work course does not satisfy the Social Science Core requirement but may be taken toward completion of the Psychology major by consent of the instructor, only.

A foundation course in which the unifying theme is the concept of self as a complex of bio-psycho-social forces which become synthesized through the integrative functions of the human ego. The person is viewed as a social being who is interacting with an inter-personal and institutional environment which not only has an impact on, but which is also affected by, the individual. The course is taught from a social work frame of reference within which the concept of self is examined in relation to the life cycle, to ethnic and sexual aspects of identity and self-esteem as these are manifested in social roles, and to those extra-familial systems which may constrain or support the psychosocial development of the individual. The course is structured in modules characterized by a highly individualized method of learning in which students may move at their own pace in mastering required content.

Ann Daniels

The Department

Two Summer Human Interaction Institutes:

PS 824 Resolving Conflict: Interpersonal and Intergroup

Advanced Undergraduate Prerequisite: Permission of the instructor

This workshop offers theory and practice in dealing with the conflicts that arise in social interaction between individuals or groups. Topics include the processes leading to constructive versus destructive conflicts, the role of attributions in generating relational conflicts, methods for preventing or de-escalating interpersonal and intergroup conflict, including third-party interventions. This experience-based workshop combines lectures and exercises in a design that enables participants to make individualized applications in areas of interest to them.

Workshop conducted on two consecutive weekends, May 29-31 and June 5-7. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Norman Berkowitz

PS 825 The Social Self: Group Influences on Personal Identity

Advanced Undergraduate Prerequisite: Permission of the instructor

The subject of this workshop is how membership in the distinctive societal groupings—defined by ethnicity, race, sex, age, religion, social class, ideology—affects the way individuals perceive themselves and deal with others. The workshop looks at intergroup relations and the psychology of the social self to aid in understanding personal identities in a heterogeneous society. Participants examine their own life histories, socio-identities, and social relationships in a guided process of self inquiry. Workshop conducted on two consecutive weekends, June 12-14 and June 26-28. For further information, contact the Boston College Summer Session, 314 Fulton Hall.

Donnah Canavan

Tutorials

PS 292 Seminar in the Teaching of Psychology/Fall (F: 3)

Prerequisite: Consent of instructor

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations. By arrangement

The Department

PS 293 Seminar in the Teaching of Psychology/Spring (S: 3)

Prerequisite: Consent of instructor

Designed to provide undergraduate students with teaching experience. Students staff discussion sections and are responsible for aiding psychology professors in planning demonstrations and grading examinations. By arrangement

The Department

PS 295 Supervised Fieldwork/Fall (F: 3)

Prerequisite: Consent of instructor

This three-credit course will be a combination of internship and independent study. In some cases, students will be allowed to extend it for another semester (3 credits). Depending on his/her interests, each student will be assigned to an internship in a clinical, educational, industrial or administrative establishment, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field placement. Every student will meet with his/her professor once every three weeks and all students enrolled in the course will meet together once every month for a class discussion. At the end of the semester, each student will be required to write a report/essay, eight to twelve typed pages, describing the internship undertaken (organization, type of work, population) and evaluating the personal experience.

May not be taken by students who have taken PS 297.20 or PS 298.20.

Boleslaw A. Wysocki

PS 296 Supervised Fieldwork/Spring (S: 3)

Prerequisite: Consent of instructor

This three-credit course will be a combination of internship and independent study. In some cases, students will be allowed to extend it for another semester (3 credits). Depending on his/her interests, each student will be assigned to an internship in a clinical, educational, industrial or administrative establishment, for one or two sessions a week, arranged in an initial interview with the professor and the institution of field place-

ment. Every student will meet with his/her professor once every three weeks and all students enrolled in the course will meet together once every month for a class discussion. At the end of the semester, each student will be required to write a report/essay, eight to twelve typed pages, describing the internship undertaken (organization, type of work, population) and evaluating the personal experience.

May not be taken by students who have taken PS 297.20 or PS 298.20.

Boleslaw A. Wysocki

PS 297 Undergraduate Independent Study/Fall (F: 3)

Prerequisite: Consent of instructor

PS 297 and 298 offer a student the opportunity to study independently a topic of personal interest under the supervision of a faculty member of his/her choice within the Department. The student and instructor will decide jointly on the nature of the readings and related activities involved as well as the precise form of the scholarly work.

The Department

PS 298 Undergraduate Independent Study/Spring (S: 3)

Prerequisite: Consent of instructor

PS 297 and 298 offer a student the opportunity to study independently a topic of personal interest under the supervision of a faculty member of his/her choice within the Department. The student and instructor will decide jointly on the nature of the readings and related activities involved as well as the precise form of the scholarly work.

The Department

The following courses are offered by the Department on a periodic basis:

- PS 609 Clinical Psychology
- PS 611 Seminar: Spatial Cognition
- PS 622 Democratic Values in Education and Child-Raising
- PS 632 Seminar: Piaget and Cognitive Development
- PS 633 Dynamics of Stress and Adaptation
- PS 637 Child Development
- PS 643 Seminar in Perception
- PS 648 Cognitive Neuropsychology
- PS 669 Childrearing and Education: A Psychobiological Perspective
- PS 671 Psychobiology of Reproduction
- PS 677 Psychology and Social Change

ROMANCE LANGUAGES AND LITERATURES

FACULTY

Joseph D. Gauthier, S.J., *Professor Emeritus;* B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Guillermo L. Guitarte, *Professor Emeritus;* Profesorado, Filosofia y Letras, Buenos Aires

Vera Lee, *Professor Emeritus;* A.B., Russell Sage

College; A.M., Yale University; Ph.D., Boston University

Marie L. Simonelli, *Professor Emeritus;* Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome

Joseph Figurito, *Associate Professor Emeritus;* A.B., Boston College; A.M., D.M.L., Middlebury College

J. Enrique Ojeda, *Professor*; Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Rebecca M. Valette, *Professor*; A.B., Mount Holyoke College; Ph.D., University of Colorado

Norman Araujo, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Matilda T. Bruckner, *Associate Professor, Chairperson of the Department*; A.B., Bryn Mawr College; M.P., Ph.D., Yale University

Dwayne E. Carpenter, *Associate Professor*; B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley

Jeff Flagg, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Rena A. Lamparska, *Associate Professor*; LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University

Betty Rahv, *Associate Professor*; A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Elizabeth Rhodes, *Associate Professor*; B.A., University of Richmond; M.A., Ph.D., Bryn Mawr College

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Mary Ellen Kiddle, *Adjunct Assistant Professor*; B.S., University of Wisconsin; M.A., Middlebury College; M.A., University of California; Ph.D., Brown University

Stephen C. Bold, *Instructor*; B.A., University of Richmond; M.A., Ph.D. (cand.), New York University

Ourida Mostefai, *Instructor*; Licence de Lettres, Universite de la Sorbonne, Nouvelle, Paris; M.A., Ph.D. (cand.), New York University



PROGRAM DESCRIPTION

The Department of Romance Languages and Literatures offers courses in French, Italian and Spanish. Students majoring in the discipline may concentrate in any of the above languages, literatures, and cultures. Students must have the courses taken for their major approved by their advisors in the Department. Thirty credits must be completed by majors within the following curriculum of courses:

1. Advanced Composition and Introduction to Literary Analysis (6)
2. Survey of Literature (6)
3. Four advanced courses in literature/culture of the major field (French, Italian, Spanish) beyond Survey (400 level and up) (12)

4. Two electives to be chosen from the following:

- a) Phonetics
- b) Additional advanced courses (400 level and up)
- c) Immersion courses
- d) Departmental courses in conversation
- e) Departmental courses in culture

All advanced literature and culture courses are open to undergraduate and graduate students, with the following distinctions generally applied: 400, 500 and 600 level courses are primarily directed to undergraduates, but may also be taken for graduate credit; 700 and 900 level courses are primarily designed for graduate students, but admit especially well-qualified undergraduates.

GENERAL INFORMATION

It is recommended particularly to majors who intend to go on to graduate work, that they initiate the study of a second foreign language in their sophomore year. For this purpose, courses may be taken in any of the languages listed above.

The major curriculum in Romance Languages is designed to give students an active command of one foreign language, a broad insight into the literature and culture of other nations, and a solid preparation for graduate studies in the field.

Although many language majors begin their sequence by taking Survey of Literature in their freshman year, it is possible to major in Romance Languages with only two years of high school preparation. (Students who begin the study of the major language in college should plan to take an intermediate course during the summer following their freshman year.)

Students who plan to major in Romance Languages should consult the Assistant Chairperson of the Department with respect to their qualifications and the organization of a program to suit their individual needs and objectives.

Honors Program

Qualified students wishing to enter The Honors Program should secure the Department's permission to do so at the end of the sophomore year and no later than the end of the first semester of the junior year. In addition to the usual requirements for a major, honors students will take a three-credit seminar in the spring semester of their junior year or the fall semester of their senior year (Honors Seminar). Qualified students who plan to study abroad may enroll in The Junior Seminar in the second semester of their sophomore year, with departmental approval. In addition, during the senior year, the honors student takes three credits during one semester in independent study leading to an honors thesis. This is done under the guidance of a Departmental advisor. The thesis should be submitted no later than April 1.

The Immersion Program in Foreign Languages

Qualified students may choose from a series of required or elective courses conducted entirely in the French language or the Spanish language. The Departments of History, and Political Science offer in the foreign language courses taught by native or bilingual speakers. Coordinating courses in the Department of Romance Languages are offered.

For course descriptions of Romance Language offerings, see the course listing below. For other sources, check under the department in question.

French

HS 087-088 Europe 1500-1789 *Radu Florescu*
PO 323 Toqueville on France & America *Robert Scigliano*

RL 319-320 Le Français des Affaires I & II *Nelly Rosenberg*

RL 341 Immersion French *Ourida Mostefai*

Spanish

RL 343 Immersion Spanish *Harry L. Rosser*

Minor in Italian Studies

The Minor in Italian Studies, an interdisciplinary program created by the Department of Fine Arts, History, and Romance Languages and Literatures, invites students to learn about the important role which the people of the Italian peninsula have played in the development of Western civilization. Courses cover Italy's social, economic and political history from the eleventh century to the present; a broad range of studies on the developments in painting, sculpture and architecture from Early Medieval times to the present, Italian Film, and a study of the great works of Italian literature.

Refer to the "Minors" section under the College of Arts and Sciences section at the beginning of this Catalog for course requirements of the Italian Studies minor.

COURSE OFFERINGS

Offerings in French, 1992-93

RL 009-010 Elementary French I & II (F: 3-S: 3)

An introduction to the study of French. This course begins with development of fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

The Department

RL 042 Intensive Elementary French for Proficiency (S: 6)

The aim of this 6-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for individuals wishing to put the language to immediate use. Successful completion of this course (RL 042) and its sequel (RL 082-Intensive Intermediate French for Oral Proficiency) will enable students to satisfy the language proficiency requirement in two rather than four semesters. However, those students who prefer will have the option of enrolling directly in the regular 2-semester intermediate sequence (RL 051-052) after successfully completing RL 042. This course is conducted in French and will meet 4 days per week (75 minutes each class) to provide a "planned immersion" in French language and culture.

Cynthia Nicholson Bravo
Margaret Flagg

RL 051-052 Intermediate French I & II (F: 3-S: 3)

Prerequisite: RL 009-010 or its equivalent.

The prime objective of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of

French will be supplemented with the reading of selected texts, oral practice and required laboratory work.
The Department

RL 082 Intensive Intermediate French Oral Proficiency (F: 6)

Prerequisite: RL 010, RL 042, or equivalent.

The aim of this 6-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for individuals wishing to put the language to immediate use. Successful completion of this course will enable students to satisfy the language proficiency requirement. The course will meet 4 days per week (75 minutes each class) to provide a "planned immersion" in French language and culture. Conducted in French.

*Cynthia Nicholson Bravo
Margaret Flagg*

RL 100 French Competency Workshop: Preparation for Foreign Study (F: 3)

The workshop is designed to help students who have completed Intermediate French prepare linguistically and effectively for study in France. Students will investigate the issue of cultural confrontation through a reading and discussion of the six short stories in Albert Camus' *L'Exil et le royaume* and through the preparation of an International Interview. Each student will conduct an International Interview with a person from a cultural experience different from the student's, present the results of this interview in an oral class presentation, and complete a paper based both on the interview and on further research on the foreign culture. An individualized approach focused on oral and written expression and a process will be used to develop further skill in comprehension, conversation, and composition. A reference grammar, dictionary, and prescribed review assignments will take the place of a traditional review grammar book. Permission of the instructor required.

Jeff Flagg

RL 101-102 Composition, Conversation and Reading in French I & II (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course offers a review of syntax and grammar. Selected contemporary masterpieces will be used to develop further proficiency in comprehension, conversation and composition.

The Department

RL 300 (EC 396) (HS 192) (PO 520) The European Experience (Summer: 3)

Boston College and the Departments of Economics, History and Political Science are pleased to offer this three-week Summer Program in association with the Irish Institute for European Affairs in Louvain (Leuven) Belgium. Professors in three departments will teach the course assisted by members of the EEC in Brussels and visiting faculty from neighboring universities. Students will be offered the opportunity to interact with the cultural, social and economic philosophies of our European neighbors, now forming the European Economic Community. Students will travel and will be exposed to the cultural history, art, and architecture of various regions. Drawing on the resources of the University of Louvain and Brus-

sels and other major European cities, students will develop and present materials for the course paper.

Katharine Hastings

RL 303 French Phonetics and Oral Expression (S: 3)

A practical introduction to phonetics and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions.

Rebecca Valette

RL 305-306 Advanced French Composition and Introduction to Literary Analysis I & II (F: 3-S: 3)

This course proposes to deepen the student's mastery of the structures of written French as well as to introduce the techniques of textual analysis. In order to prepare the students for a wide range of exercises in written composition, selected topics of advanced grammar and stylistics (such as verbal aspect, point of view, and *mise en relief*) will be examined in context. Special attention will also be given to the enrichment of the student's active vocabulary. The first semester emphasizes descriptive written exercises based on a wide variety of textual models, as well as analytical reading skills. The second semester emphasizes narrative and critical modes of writing based on a wide variety of textual models. This is a required course for majors. Conducted in French.

*Stephen Bold
Onrida Mostefai*

RL 307-308 Survey of French Literature I & II (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or RL 305-306.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

*Norman Aranjo
Matilda T. Bruckner*

RL 319 Le François des Affaires I:

Contemporary Civilization of France (F: 3)

Conversational approach to France in the European Community. This course will study the political, social and economic perspectives of France in the European Community and serve as a preparation for *Le Français des Affaires II: Le Français Economique et Commercial*. Students will expand their vocabulary and knowledge of language structure by reading cultural and literary texts covering a broad spectrum of viewpoints and interests: an exploration of France as presented in the *Dossiers du Monde*, in the French press and *Enroscopie*. Oral debates, small group discussions and written expression will be stressed. Conducted in French. Permission of instructor required.

Nelly Rosenberg

RL 320 Le François des Affaires II: Le Français Economique et Commercial (S: 3)

Designed for students interested in international business or affairs or who intend to work or travel for business in French speaking countries. Through videotapes, taped interviews and current newspaper and magazine articles, students find out about practices, customs and "intangibles"

which make French businesses different from their American counterparts. Students study the functioning of a French corporation, write business letters and translate documents; they learn specialized business and economic vocabulary and the principles of business correspondence and review the essential grammatical structures of the French language. Students enrolled may take the Paris Chamber of Commerce and Industry exams and obtain an official certificate attesting to their proficiency in French. This exam is entirely optional. Conducted in French. Permission of instructor required.

Nelly Rosenberg

RL 340 The Classical Moment: A Cinematic Look at French Culture in the Age of Richelieu and Louis XIV (F: 3)

Prerequisite: CCR or 4 years of high school French.

Emerging from the tumult of the *guerres de religion* (1562-1598), 17th-century France established itself as a political and military power while Paris was again becoming a dominant center of culture, the envy of all Europe. From the intrigues and struggles surrounding Richelieu's dramatic restructuring of France's political and social institutions, leading eventually to the violent uprising of the upper classes known as *la Fronde*, to the shining glory of Louis XIV's Versailles, we will rediscover this Golden Age of French civilization through a wide variety of documents including, first and foremost, recent films depicting the period, new and old interpretations of the century's greatest theatrical and musical works, the newly flourishing visual arts, and a selection of written texts ranging from contemporary memoirs to modern assessments of "the Splendid Century" as one historian has called these fascinating years in French history. Conducted in French.

Stephen Bold

RL 341 Immersion French (F: 3)

This course will give students with a solid background in French the opportunity to improve their knowledge of French language, literature, and culture. The course will offer an advanced grammar review, exercises in creative writing and composition, as well as readings of short stories and poems. At the end of the semester, students will present to the class a project on an aspect of French culture. This course may be taken as an elective or as a preparation for the other offerings in the Immersion Program in French. Conducted in French.

Onrida Mostefai

RL 347 Paris Aujourd'hui: comment s'y prendre (F: 3)

An entirely new way to discover Paris, to perfect your French and to "interact" with real Parisians through an innovative computer-based technology using a "videodisc" which permits each student to become the central figure in his or her quest throughout the city for lodging. Each student will learn to understand contemporary French culture through verbal, visual and non-verbal methodology which includes "immersion" and "exploration" techniques. Recommended for undergraduates planning to spend their junior year in France. Permission of instructor required.

Betty T. Raby

RL 348 Les Français et l'Amérique (S: 3)

French perceptions of America will be examined in historical and literary texts. Each student will

prepare an oral presentation illustrating a cultural encounter between the French and the Americans and complete a paper on this topic. The final grade will be based on class discussion of the texts assigned and constructive group interaction in the development of the oral presentations and the papers, the oral presentation, the paper, and the final examination.

Jeff Flagg

RL 359 Advanced French Conversation/French Culture in Quebec (F:3)

Note: This course is not open to students who have taken RL 207 or RL 208.

This course is designed to develop students' conversational skills and speaking proficiency through discussion of current events, social and cultural developments in Quebec, through analysis of the works of contemporary writers such as Anne Hébert, Gabrielle Roy, Jean-Pierre April and Monique Proulx. Oral debates, group discussions and written expression will be stressed. This course offers an introduction to Québec history, political structures and cultural identity through the study of newspapers, magazines and videos. Permission of instructor required. Conducted in French.

Nelly Rosenberg

RL 360 Advanced French Conversation/French and North African Culture (S: 3)

Note: This course is not open to students who have taken RL 207 or RL 208.

This course is designed to improve students' conversational skills through discussion of cultural, political and social developments in France and North Africa, through analysis of the works of contemporary writers such as A. Memmi, A. Camus, K. Yacine, Marie Cardinal, Driss Chraïb and Mouloud Feraoun. Class discussions will be based on reading assignments and on the examination of sociological trends in France. The approach is one of open dialogue between the student and the instructor. Conducted in French. Permission of instructor required.

Nelly Rosenberg

RL 374-375 Literature and Opera (F: 3-S: 3)

This course will focus on the interrelation of literature and music. Masterpieces of English, French, Spanish and Italian literature will be analyzed before the musical adaptation. All foreign literary works will be read in English translation; students majoring in Romance Languages are required to read the works in the original language.

Joseph Figurito

RL 376 Conversational Approach to

Contemporary France (S: 3)

The Department

RL 403 Introduction to Linguistics for Students of French Literature (S:3)

This course will be based primarily on an in-depth reading of Saussure's *Cours de linguistique générale*, a seminal text not only for the development of modern linguistic theory but also for 20th-century critical discourse, especially (but not only) in France. The student will acquire a basic knowledge of the central topics in modern descriptive linguistics (phonology, morphology, syntax, and semantics), especially as applied to the study of the French language. In addition we will survey important texts of French structuralism (e.g. articles by Barthes, Todorov, Lévi-Strauss, and Jakobson) to see how the idea of language's structure has influenced modern theories on the structure of

discourse in general and, more specifically, theories of literary criticism. At the end of the semester we will consider briefly some broader questions including "what is a grammar?" (Chomsky v. the structuralist linguists) and "what does language do?" (as asked by Austin, Benveniste, and others). Conducted in French.

Stephen C. Bold

RL 404 Paris: le quartier du Marais (S: 3)

This course presents a new way to explore the cultural aspects of France—past and present—by means of an "interactive" documentary on a communication-based software program which allows students to explore the Marais either *chronologically*—in its linear historical development, or *topically*—according to a single theme, such as art and architecture; government; politics; daily life; the nobility, the people, women and the family; etc. The videodisc component of this course will be accompanied by texts to be read and individual or team projects to be completed during the semester.

Betty T. Rabv

RL 426 The Smiling Philosophers: Rabelais and Montaigne (F: 3)

The French Renaissance radically "recenters" all arts, letters, and science on the human individual as the "microcosm" which represents and dominates the larger "macrocosm" surrounding him. In 16th-century France, this humanistic surge evolves from its inception in the comic genius of Rabelais to its culmination in the philosophical smile of Montaigne. Everything is measure "à la taille de l'homme" as the individual questions his moral and philosophical stance in the universe from a wholly new perspective. Taking the texts as our point of departure, we will study various critical interpretations of both Rabelais and Montaigne with some emphasis on Bakhtin's innovative and influential notion of Rabelais' work as "carnaval," and a close look at the "autobiographical" preoccupation of contemporary critics as necessarily beginning in French literature with Montaigne's *Essais*.

Betty T. Rabv

RL 431 Masterpieces of 17th-Century French Classical Literature (F: 3)

This course will offer an advanced introduction to 17th-century French literature through a study of major works by leading writers of the period including Corneille, Molière, Racine, Pascal, La Rochefoucauld, La Fayette, La Fontaine and Boileau. These authors will be studied in the context of the cultural and political history of the period. Conducted in French.

Stephen Bold

RL 443 18th-Century French Theater: Staging Philosophy (F: 3)

This course examines the controversy surrounding the question of the theater in 18th-century France. We will focus on the role of the stage in the 18th century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine and Beaumarchais will be read. Conducted in French.

Ourida Mostefai

RL 450 Rousseau: Myth and Interpretation (S: 3)

In this course we will read closely the major texts of Rousseau: *The Discours*, *La Lettre à d'Alembert*, *La Nouvelle Héloïse*, *Du Contrat Social*, *Emile*, *Les*

Confessions and *Les Rêveries*. We will study the reception of Rousseau's writings since the eighteenth century in order to analyze the myth surrounding the person and the writer. Modern interpretations of Rousseau's thought will be examined. Conducted in French.

Ourida Mostefai

RL 458 "Contes et Nouvelles" in the Nineteenth Century (S: 3)

While devoting proper attention to the general evolution of the *conte* in the nineteenth century, the course will center around the most significant works of Mérimée, Maupassant, and Daudet.

Norman Araujo

RL 477-478 The French Novel in the Twentieth Century I & II (F: 3-S: 3)

The twentieth-century confrontation with issues of identity, art, death, sexuality, freedom, pathology, meaning, and writing itself will be examined through some of the important French and Francophone novels of the century. Starting with Proust's *Combray* and ending with Wittig's *Les Guérillères*, readings will include works by Breton, Sartre, Gide, Butor, Sarraute, Hébert, and Ben Jelloun.

The Department

RL 483 20th-Century Theater: Myth Revisited (S: 3)

This course will present modern reinterpretations of traditional myths and legends emphasizing how universal ethical issues raised in the original texts have been reinterpreted and adapted particularly to modern moral concerns. How the individual faces society, the gods, and oneself are three universal themes we will consider, among others, in our readings, in our class discussions and in viewing video-taped versions of a number of these myths. Conducted in French.

Betty T. Rabv

The following graduate courses are available to advanced undergraduates with the permission of the Department.

RL 704 Advanced French Stylistics (S: 3)

A variety of texts such as essays from Barthes' *Mythologies*, excerpts from *Madame Bovary*, short stories by Maupassant and Colette, as well as poetry, magazine and newspaper articles and editorials will be used for intensive analysis, including translation and study of style and genre. These different discourses will serve as models for the students' own compositional work.

The Department

RL 705 History of the French Language (F: 3)

The seminar will trace the transformation of Late Latin into Old French. Texts attesting to intermediary stages of the process will be studied as an introduction to the earliest linguistic and literary monuments of *ancien français* including the *Serments de Strasbourg* and the *Sequence of Saint Eulalie*. The course will focus on the phonological, morphological, syntactic and lexical features of the major Old French literary dialects. Conducted in French.

Laurie Shepard

RL 711 Nables and Beasts, Saints and Tricksters: Generic Exchanges in Medieval French Literature (S: 3)

This course is designed to show how medieval storytellers can reuse and combine a common fund of materials to reshape the familiar into the new and different, transform the serious into the burlesque, cross the boundaries of comedy and

tragedy, mix the religious and the profane. Works read in Modern French translation (with reference to the original language as useful and/or desired) include: the *Charroi de Nîmes*, the *Vie de St. Alexis*, the *Jeu d'Adam*, the *Jeu de St. Nicolas*, the *Folies Tristan*, and the *Roman de Renart*.

Matilda Bruckner

RL 752 Mirror or Mirage in the Realistic Novel? (F: 3)

The evolution of the realistic novel in the nineteenth century as it appears in the works of Stendhal, Balzac, and Flaubert: *Beylisme*, *Bovarysme*, and the universe of the *Comédie humaine*.

Norman Araujo

Projected French Offerings, 1993-94

RL 100 French Competency Workshop: Preparation for Foreign Study (F: 3) Jeff Flagg

RL 303 French Phonetics (S: 3) Rebecca Valette

RL 340 The Classical Moment: A Cinematic Look at French Culture in the Age of Richelieu and Louis XIV (F: 3) Stephen Bold

RL 341 Immersion French (F: 3) Ourida Mostefai

RL 400 Crisis of Conscience in Early Modern France (for undergraduates only) (S: 3) Jeff Flagg & Betty T. Rabv

RL 411-412 Masterpieces of Medieval French Literature I & II (F: 3-S: 3) Matilda T. Bruckner

RL 423 Poet's Lyre (F: 3) Betty T. Rabv

RL 435 Tragic Heroes of 17th-century French Literature (F: 3) Stephen Bold

RL 446 Social Mobility in the 18th-Century French Novel (F: 3) Ourida Mostefai

RL 448 The French Revolution (S: 3) Ourida Mostefai

RL 451 French Romanticism (S: 3) Norman Araujo

RL 457 Passion Staged and Upstaged: 19th-century French Theater Norman Araujo

RL 470 Surrealism (F: 3) The Department

RL 479 20th-Century French Poetry (S: 3) The Department

RL 734 Poetic Ideals in the 17th Century (S: 3) Stephen Bold

Projected French Offerings, 1994-95

RL 100 French Competency Workshop: Preparation for Foreign Study (F: 3) Jeff Flagg

RL 303 French Phonetics (S: 3) Rebecca Valette

RL 348 Les Français et l'Amérique (S: 3) Jeff Flagg

RL 403 Introduction to Linguistics for Students of French Literature (F: 3) Stephen Bold

RL 426 The Smiling Philosophers: Rabelais and Montaigne (S: 3) Betty Rabv

RL 437 The Politics of Passion: 17th-century French Moralists (F: 3) Stephen Bold

RL 441 The Age of Enlightenment: Theory or Fiction (F: 3) Ourida Mostefai

RL 444 Diderot: Philosopher, Novelist & Critic (S: 3) Ourida Mostefai

RL 452 Realism (S: 3) Norman Araujo

RL 454 Hugo: The Romantic Revolution (F: 3) Norman Araujo

RL 477-478 The French Novel in the 20th Century I & II (F: 3-S:3) The Department

RL 480 Autobiography/Autocriticism (F: 3) Betty Rabv

RL 490 Fictional Heroines/Ravages of Amour Passion (S: 3) Matilda Bruckner

RL 704 Advanced French Stylistics (S: 3) The Department

RL 713 Birth of Medieval Vernacular Lyric: Provençal Poetry & the Flowering of Fin'amor (F: 3) Matilda Bruckner

RL 733 17th-century French Comedy and Satire (S: 3) Stephen Bold

Offerings in Italian, 1992-93

RL 003-004 Elementary Italian I & II (F: 3-S: 3)

An introduction to the study of Italian. This course begins with development of fundamental skills: reading ability, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

The Department

RL 053-054 Intermediate Italian I & II (F: 3-S: 3)

Prerequisite: RL 003-004 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Italian will be supplemented with the reading of selected texts, oral practice and required laboratory work.

The Department

RL 103-104 Composition, Conversation and Reading in Italian I & II (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

This course is structured according to students' individual needs in order to improve their proficiency in Italian. Selected contemporary masterpieces will be used to develop further skill in conversation, reading and writing.

Cecilia Mattii

RL 315-316 Advanced Italian Composition and Introduction to Literary Analysis I & II (F: 3-S: 3)

The purpose of this course is to strengthen students' writing skills through frequent written assignments and to develop critical appreciation of Italian literature through analysis of literary passages and of two major works. The content of the course focuses on the following: mastery of grammar through intensive review; development of writing skills through exercises, compositions and papers; understanding of literature through analysis of selected works; and appreciation of Italian life through discussion of contemporary writings. This is a required course for majors.

Cecilia Mattii

RL 317-318 Survey of Italian Literature I & II (F: 3-S: 3)

Prerequisite: four years of solid high school preparation or RL103-104.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. The first semester introduces Italian literature from its origins in the thirteenth century to the Renaissance. The course is designed to familiarize students with issues of literary analysis and writing about literature. Conducted in Italian.

Rena Lamparska

Laurie Shepard

RL 336 Conversational Approach to Contemporary Italian Events (S: 3)

Open to students with an intermediate level of oral proficiency in Italian. Goals include the im-

provement of conversational skills through discussion of various cultural and social aspects of contemporary Italy, such as youth and the family, moral problems, education, religion, music and entertainment, fashion and hobbies. Reading will include articles from magazines, related brief essays and short stories. A variety of media will be studied including Italian television broadcasts and films. Guest speakers from the Italian cultural organizations in the area will contribute to the program.

Rena Lamparska

RL 363 Highlights of Renaissance Italian Literature (S: 3)

The course will survey some of the profoundly innovative literary works of the Italian Renaissance. Representative texts will be analyzed from several major genres, texts that were admired (or reviled) and imitated throughout Europe for centuries. Readings include Petrarch's *Canzoniere*, Sannazaro's pastoral poem *Arcadia*, Ariosto's chivalric epic *Orlando Furioso*, Bibbiena's comedy *Calandria*, the *Courtier*, Castiglione's book of manners, and Machiavelli's political treatise, the *Prince*. Conducted in English.

Laurie Shepard

RL 387 (EN 215) The Contemporary Italian Novel (F: 3)

A study of the Italian masterpieces from I. Svevo to U. Eco emphasizing the creation of the postmodern sensibility. Conducted in English.

Rena Lamparska

RL 521-522 Masterpieces of the Italian Renaissance I & II (F:3-S:3)

The first semester will survey the major intellectual developments of the fifteenth-century Florentine Renaissance. The optimistic and influential contributions of the Civic Humanists, Neo-Platonists, and the writers of the circle of Lorenzo the Magnificent, especially Poliziano, and finally the crisis of the last decade of the century and the powerful voice of Savonarola will be the focus of the discussion. The second semester will survey the major literary works and genres of the sixteenth-century Renaissance Italy. There will be a special emphasis on the poetry written by women. We will also discuss Renaissance critical theory and the debate over the establishment of an "Italian" literary language. Conducted in Italian.

Laurie Shepard

RL 553 19th-Century Italian Literature (Romanticism and Verismo) (F: 3)

The development of Romanticism and *Verismo* in 19th century Italy will be the focus. The course will concentrate on reading and commentary of the major writings by Ugo Foscolo, Giacomo Leopardi, Alessandro Manzoni, Luigi Capuana and Giovanni Verga, and examine the literary traditions in which they wrote. Conducted in Italian.

Rena Lamparska

RL 569 20th-Century Italian Novel (Decadentismo and Contemporary Novel) (S: 3)

A general introduction to late 19th and 20th century Italian narrative. Readings include selected works by the major authors of the period: G. D'Annunzio, I. Svevo, L. Pirandello, A. Moravia, E. Vittorini, C. Pavese, V. Pratolini, E. Morante, A. Banti, and I. Calvino. The course will emphasize the thematic and structural changes of the novel as a literary genre within the context of general cultural trends. Conducted in Italian.

Rena Lamparska

Projected Italian Offerings, 1993-94

RL 336 Conversational Approach to Contemporary Italian Events (S: 3) *Rena Lamparska*
 RL 387 (EN 215) The Contemporary Italian Novel (F: 3) *Rena Lamparska*

RL 506 Dante: *La Divina Commedia* (F: 3) *Laurie Shepard*

RL 507 Boccaccio and Petrarca (S: 3) *Laurie Shepard*

RL 544 Italian Comic & Tragic Theater of the 18th Century (S: 3) *Rena Lamparska*

RL 568 Theater of Pirandello (F: 3) *Rena Lamparska*

Projected Italian Offerings, 1994-95

RL 336 Conversational Approach to Contemporary Italian Events (S: 3) *Rena Lamparska*
 RL 521-522 Masterpieces of the Italian Renaissance I & II (F: 3-S: 3) *Laurie Shepard*

RL 553 19th-Century Italian Literature (Romanticism and *Verismo*) (F: 3) *Rena Lamparska*

RL 569 20th-Century Italian Novel (Decadentismo and Contemporary Novel) (S: 3) *Rena Lamparska*

Offerings in Spanish, 1992-93**RL 015-016 Elementary Spanish I & II (F: 3-S: 3)**

An introduction to the study of Spanish. This course begins with development of fundamental skills: reading proficiency, aural comprehension and controlled oral expression. Class instruction is supplemented by required laboratory work.

The Department

RL 041 Intensive Elementary Spanish for Proficiency (Destinos: An Introduction to Spanish) (F: 6)

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for individuals wishing to put the language to immediate use. Successful completion of this course (RL 041) and its sequel (RL 081, Intensive Intermediate Spanish for Proficiency) will enable students to satisfy the language proficiency requirement in two rather than four semesters. However, those students who prefer will have the option of enrolling directly in the regular two-semester intermediate sequence (RL 055-056) after successfully completing RL 041. This six-credit course will meet 5 days per week to provide a "planned immersion" in Spanish language and culture. *The Department*

RL 055-056 Intermediate Spanish I & II (F: 3-S: 3)

Prerequisite: RL 005-006 or its equivalent.

The prime object of this course is to consolidate previous language study into a functional body of knowledge. A review of the elements of Spanish will be supplemented with the reading of selected texts, oral practice and required laboratory work.

The Department

RL 081 Intensive Intermediate Spanish for Proficiency (S: 6)

Prerequisite: RL 016, RL 041, or equivalent.

The aim of this 6-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for individuals wishing to put the language to immediate use. Successful

completion of this course will enable students to satisfy the language proficiency requirement. The course will meet 5 days per week to provide a "planned immersion" in Spanish language and culture. Conducted in Spanish. *The Department*

RL 105-106 Spanish Composition, Conversation and Readings I & II (F: 3-S: 3)

Prerequisite: three to four years of solid high school preparation or two years of college preparation.

Students who have successfully completed RL 056 or its equivalent are encouraged to continue to develop their language skills in this course. Articles, short stories and plays from the contemporary Spanish-speaking world provide the basis for increasing vocabulary, practicing reading strategies and facilitating conversation. Tapes and videos further develop the discussion topics while aiding listening comprehension. Students develop writing skills at their own pace by keeping a journal. There is a brief but intensive grammar review. Conducted in Spanish. *Gene Kupferschmid*

RL 107-108 Spanish for Spanish Speakers I and II (F: 3-S: 3)

Do your parents and/or grandparents speak Spanish at home? Do you understand what they are saying and respond in Spanish? Do you feel, however, that you would like to strengthen your knowledge of the structure of this language, increase your vocabulary, and learn to write well and read easily? This course, which will be taught in Spanish, has been designed especially to help students who wish to achieve those goals. Permission of instructor required. *The Department*

RL 321 Spanish for Business (S: 3)

A one-semester course presenting contemporary business practices and activities in Latin America and Spain with emphasis on the terminology and style of oral and written communication in the Hispanic business world. Permission of instructor is required. *Mary Ellen Kiddle*

RL 323 Spanish Phonetics (S: 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions.

Gnillermo Guitarte

RL 325-326 Advanced Spanish Composition and Introduction to Literary Analysis I & II (F: 3-S: 3)

This course provides an introduction to, and practice with, methods of critical analysis in the context of Hispanic literature, stressing the development of writing skills and mastery of specific points of advanced grammar. This is a course required for all Spanish majors. Conducted in Spanish.

Dwayne Carpenter

Elizabeth Rhodes

Harry L. Rosser

RL 327-328 Survey of Peninsular Spanish Literature I & II (F: 3-S: 3)

Prerequisite: RL 325-326

An interpretation of the life and culture of Spain seen through a study of representative authors, works, and literary movements from the medieval lyric and epic to the end of the Golden Age (first semester); and from the end of the 17th

century through the modern period (second semester). This is a required course for majors.

The Department

RL 329-330 Survey of Spanish American Literature I & II (F: 3-S: 3)

Prerequisite: RL 325-326

The course intends to give the student an overview of the important literary works written by Spanish American authors from the earliest colonial years to the present. *J. Enrique Ojeda*

RL 337 Cultura Hispánica (F: 3)

Prerequisite: At least four years of Spanish.

This course will provide the student with a sound knowledge of the history and cultural evolution of Spain the first semester and Spanish America the second semester. *J. Enrique Ojeda*

RL 343 Immersion Spanish (F: 3)

As a coordinating requisite for the Immersion Program, this course is designed to provide an intensive review of major Spanish constructions for developing oral and written proficiency at the advanced level, and its cultural dimension helps to integrate the other offerings in the Program.

Harry Rosser

RL 345 Images of Latin America (S: 3)

Prerequisite: RL 106 or 4 years of high school Spanish.

An introduction, mostly through video material, to the geography, history, art and some contemporary political events of Latin America. An exploration of the continent and a study of the shaping of the Latin American mind. Films, videos, slides and taped interviews with noted Latin American writers will be used. Special emphasis will be given to Mexico, Argentina and the Caribbean. Conducted in Spanish. Elective for majors. *Miguel Novak*

Note: Courses numbered between 600-649 are reserved for undergraduate students only. Courses numbered between 650-697 are open to graduate students as well as undergraduate students.

RL 600 Escribir, Descubrir (F: 3)

This is a topics class, the subject of which varies but the structure of which remains the same. In it, undergraduates explore the frontiers of Hispanic texts by speaking and writing about them. Class size is limited. The theme of 1992 is "Liberation Literature," and will focus on works which appear on the threshold of revolution, whether that revolution actually took place or not. They are texts that stretched the boundaries of knowledge or thought systems as they existed when the text appeared. Some of the revolutions will include the scientific and political (Columbus' diary), the moral (de las Casas on the Indians), the sexual (Nélke's essay on prostitution), or literary (Cortázar's short fiction). Conducted in Spanish.

Elizabeth Rhodes

RL 603 Spanish American Novel (S: 3)

Harry L. Rosser

RL 650 A Social and Intellectual History of Medieval Spain (F: 3)

The focus of the course will be the interplay between Jews, Christians, and Muslims in medieval Spain, for our purposes from 711-1492. We will

examine a wide variety of literary, legal, religious, and historical sources. Students will have ample opportunity to pursue individual research interests. All students must have a good reading knowledge of Spanish, and it would be useful to have some ability in Portuguese, Catalan, Latin, Arabic, or Hebrew. Conducted in Spanish.

Dwayne E. Carpenter

RL 655 Andean Novel (F: 3)

This graduate course will examine the major characters in the Indian and "Mestizo" novel in Bolivia, Ecuador and Peru. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas, Ciro Alegría, Gonzalo Zaldumbide, Juan León Mera and others will be examined in the context of the sociological studies written on the "Mestizo" and the Indian of the Andes. Conducted in Spanish.

J. Enrique Ojeda

RL 656 Medieval Spanish Literature (F: 3)

This course covers the evolution of Spanish literature from 1100–1500. We will examine the development of oral literature, the beginnings of Spanish as a written language in the scientific and didactic prose of the High Middle Ages, and the first attempts at an artistic use of the vernacular in the late Middle Ages. Medieval social, religious, and historical currents will be emphasized as background for understanding the texts. Conducted in Spanish.

Dwayne E. Carpenter

RL 658 Don Quijote (Spanish) (F: 3)

This course is an in-depth study of Cervantes' greatest book and the literary tradition that inspired it, as well as the one that it, in turn, made possible. Study of nineteenth- and twentieth-century interpretations of Don Quijote is included. Class and readings in Spanish. For advanced undergraduates and graduate students.

Elizabeth Rhodes

RL 667 Generation of '98 (S: 3)

Detailed study of the essays, novels, poetry and theater of the principal turn of the century writers, Unamuno, Baroja, Antonio Machado, "Azorín," and others.

The Department

RL 670 Spanish American Civilization (S: 3)

The civilization and "culture" of a people is more than aesthetic expressions through its arts—be it architecture, sculpture, music, painting, theater and literature. It also integrates the customs, ideas and values of the people that determine it. The primary objective of this course is to explore the historical-aesthetic solidarity of a vast region of the world that continues to seek and establish its true Latin American identity. Conducted in Spanish.

Harry L. Rosser

RL 680 Jorge Luis Borges (F: 3)

An examination of Borges as a short story writer, and a close reading of *Historia universal de la infamia*, *Ficciones*, *El Aleph*, and some of his latest narratives. The course will start delineating some of his major themes, such as reality and image, the world as a book, his conception of time, the impossible quest, etc. Conducted in Spanish.

Guillermo Guitarte

The following graduate courses are available to advanced undergraduates with the permission of the Department.

RL 934 Currents of Heresy in Catholic Imperial Spain (S: 3)

Unamuno reminds us that all orthodoxy begins as heresy. This is nowhere more evident than in Golden Age Spain and the process of her rise and fall. This seminar examines the authors and texts that threatened Catholic Spain's global hegemony in the early sixteenth century, and the process leading to that network's breakdown. Of primary consideration are the intellectual and religious currents which prospered under the aegis of humanism, the historical and mythological power of the Spanish Inquisition as it molded humanism to political and religious ends, and the conservative impetus of censorship which brought an end to Spain's Golden Age. Literary and historic texts, including some unedited manuscripts and documents, are studied in chronological order. Women writers are included among the heretics and women's participation in the cultural heresy (i.e. non-literary) is studied. Very advanced language skills required, familiarity with Spanish history recommended.

Elizabeth Rhodes

RL 961 The Dynamics of Dissent in the Spanish American Novel (F: 3)

A study of the ideological formation and stylistic development of major Spanish American novelists of the 20th century, with special attention to the "Boom" and "Post-Boom" periods. Works by such writers as Alejo Carpentier, Carlos Fuentes, Mario Vargas Llosa, Isabel Allende, Gabriel García Márquez, Elena Poniatowska, among others, will be examined in detail. Focus on structure, characterization and use of language will lead to an understanding of the directions that genre has taken in recent decades. Conducted in Spanish.

Harry L. Rosser

RL 962 Modernismo y Vanguardia: The Swan and The Owl-The Lyric Poetry of Spanish America (S: 3)

The course intends to study the two most important periods in the development of the Spanish American lyric poetry. The first half of the semester will analyze the origins, development and final demise of the Modernismo, concentrating on its outstanding figures: mainly Martí and Rubén Darío. The other half will study the Vanguardia tracing its multifaceted programs and its influence exercised on the best known Spanish American poets of this century: Vallejo, Neruda, Carrera Andrade, Paz, among others. Conducted in Spanish.

J. Enrique Ojeda

RL 966 Contemporary Spanish Drama (F: 3)

An intensive examination of contemporary Spanish theater, emphasizing the post-war period. The course will include theoretical readings, in addition to primary texts.

The Department

Projected Spanish Offerings, 1993-94

RL 602 Spanish Literature Through Film (F: 3)

J. Enrique Ojeda

RL 604 Spanish American Short Story (S: 3)

Harry L. Rosser

RL 605 Contemporary Spanish Drama (F: 3)

The Department

RL 656 Spanish American Romanticism (F: 3)

J. Enrique Ojeda

RL 659 Passion at Play: An Introduction to Golden Age Drama and Poetry (F: 3)

Elizabeth Rhodes

RL 663 Contemporary Spanish Novel (F: 3)

The Department

RL 675 Spanish American Essay (S: 3)

Harry L. Rosser

RL 677 Contemporary Spanish Poetry (S: 3)

The Department

RL 901 Stylistics Analysis (S: 3)

Elizabeth Rhodes

RL 905 History of the Spanish Language (F: 3)

Dwayne E. Carpenter

RL 930 Cervantes (S: 3)

Elizabeth Rhodes

RL 970 Colonial Literature (F: 3)

Harry L. Rosser

RL 978 Spanish American Lyric Poetry (S: 3)

J. Enrique Ojeda

Projected Spanish Offerings, 1994-95

RL 600 Escribir, Descubrir (S: 3)

Elizabeth Rhodes

RL 603 Spanish American Novel (F: 3)

Harry L. Rosser

RL 606 Topics in Modern Spain

The Department

RL 657 19th Century Románticos (F: 3)

J. Enrique Ojeda

RL 669 Escritoras Hispánicas (S: 3)

Elizabeth Rhodes

RL 670 Spanish American Civilization (S: 3)

Harry L. Rosser

RL 679 Contemporary Spanish Society, Literature and Film (S: 3)

The Department

RL 691 Spanish Lyric Poetry (F: 3)

Dwayne E. Carpenter

RL 935 Non-Canonical Approach to St. Teresa of Avila: Spanish Mysticism (F: 3)

Elizabeth Rhodes

RL 958 Age of Galdós (S: 3)

J. Enrique Ojeda

RL 964 Generation of '27 (S: 3)

The Department

RL 982 Spanish American Short Story (S: 3)

Harry L. Rosser

Language and Methodology Courses Offered in English, 1992-93

RL 495 (ED 303) Second-Language Acquisition (F: 3)

A review of recent research in second language acquisition and its application to the classroom. Emphasis is placed on techniques for developing proficiency in listening, speaking, reading and writing. Students will analyze available audio-visual materials and learn how to integrate these ancillaries into their instruction.

This course fulfills the Massachusetts certification requirements in Secondary Methods.

Rebecca Valette

Projected Offerings in Language and Methodology, 1993-94

RL 495 Second Language Acquisition (F: 3)

Rebecca Valette

RL 498 Oral Proficiency Testing (S: 3)

Rebecca Valette

RL 572 The Comparative Development of the

Romance Languages (S: 3)

Laurie Shepard

Honors Program

RL 698 Honors Research Seminar (F: 3)

Betty T. Rabv

RL 699 Honors Thesis Seminar (S: 3)

Betty T. Rabv

SLAVIC AND EASTERN LANGUAGES

FACULTY

Michael J. Connolly, *Associate Professor, Chairperson of the Department*; A.B., Boston College; Ph.D., Harvard University

Michael B. Kreps, *Associate Professor*; Diploma, Leningradskij gosudarstvennij universitet; M.A., Ph.D., University of California (Berkeley)

Margaret Thomas, *Assistant Professor*; B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Jovina Y. H. Ting, *Adjunct Assistant Professor*; A.B., Guoli Taiwan Daixue; M.A., Kent State University; M.A., Harvard University; Ph.D., New York University.



PROGRAM DESCRIPTIONS

The Department administers undergraduate majors in *General Linguistics*, in *Russian*, and in *Slavic Studies*, as well as a minor program in *Asian Studies* and in *Russian and East European Studies*. Each major program requires at least twelve one-semester courses at upper-division levels (courses numbered 200 and above). Departmental honors require nomination by the faculty and successful completion of honors comprehensive requirements.

The Department maintains listings of related courses from other departments which satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson.

Major in Linguistics

The focus of the linguistics program does not lie in the simple acquisition of language skills, but rather in the analysis of linguistic phenomena with a view toward learning to make significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of concentration, the most common of which is *Philology*. The following listing represents the normal program for this concentration.

- General Linguistics (SL 311/EN 527)
- five courses of a philological nature
- three courses of a language-related nature from non-language departments
- three linguistics "topics" courses.

The Department expects students concentrating in *Philology* to have proficiency in at least one classical and one modern language and to acquire a familiarity with at least two additional language areas.

The Department can provide requirements for other concentrations, such as *Psycholinguistics* or *Speech Pathology*, upon request. The College of Arts and Sciences also offers an undergraduate minor in *Cognitive Sciences* including Linguistics.

Major in Russian

The normal program for the major in *Russian* concentrates on acquiring advanced proficiency in the language and an ability to comprehend and analyze important aspects of Russian literature and culture.

- four courses in Russian grammar, composition and stylistics beyond the intermediate level
- four courses on Russian literature, of which at least two must be at the 300 level
- one course in General Linguistics
- Old Russian or Old Church Slavonic
- two electives from Russian literature, second Slavic languages, or linguistics offerings.

The Department also recommends at least two courses from related areas in other departments; e.g. in Russian history, art, political science, economics, philosophy, theology, etc.

Major in Slavic Studies

The interdisciplinary major in *Slavic Studies* provides broadly based training in scholarship about Russia, the Soviet Union, and the nations of Eastern Europe.

The normal program for this major requires:

- two Russian language courses beyond the intermediate level
- two courses on Russian literature;
- Old Church Slavonic or Old Russian or a second Slavic/East European language
- two courses on Russian or Soviet or East European history
- one course on Russian or Soviet philosophy;
- one course on Soviet or East European politics;
- one course on Soviet economics
- two electives from an emphasis area

The Department strongly recommends PO 080/HS 272 (Introduction to Russian, Soviet and East European Studies) as an early course in this major.

Minor in Asian Studies

This interdisciplinary minor requires:

- one course in Asian history
- one additional course in Asian history or one course in Asian politics or diplomacy
- two courses in an Asian language beyond the elementary level
- two *approved* elective courses in Asian Studies, from related areas such as: Art History, Philosophy, Theology, Political Science, Literature or a second Asian language. One of these electives may be a directed senior research paper on an approved topic.

Minor in Russian and East European Studies

The Russian and East European Studies minor requires six approved courses, distributed as follows:

- one introductory course (PO 080/HS 272, Introduction to Russian, Soviet and East European Studies)
- one additional course in Russian or East European history or politics

- two courses in Russian or another East European language at the intermediate or upper-division level

- two *approved* elective courses from related areas such as: Philosophy, Theology, Economics, Literature or language, Political Science, History, Education, Art History or film Studies. One of these electives may be a directed senior research paper on an approved topic.

COURSE OFFERINGS

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's *Schedule of Courses*.

SL 009-010 Elementary Chinese I/II (F: 4-S: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure; development of basic conversation, reading, and character writing skills. Additional conversation and language-laboratory work required. Offered annually

Nancy Hodes

SL 023-024 Elementary Japanese I/II (F: 4-S: 4)

An introduction to the study of Modern Japanese. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional language-laboratory drill available.

Takako Minami

Mikako Sato

SL 027-028 (EN 093-094) Introduction to Modern Irish I/II (F: 3-S: 3)

A course for beginners in standard modern Irish, with attention to regional variants, especially that of Conamara. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose. Additional language laboratory work required. Offered annually.

Fionnuala MacLochlainn

SL 051-052 Intermediate Russian I/II (F: 3-S: 3)

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase and analysis of selected Russian texts. Students who plan to continue the study of Russian beyond the intermediate level should also enroll in the concurrent practicum SL 157-158. Offered annually

Lawrence G. Jones

SL 061-062 Intermediate Chinese I/II (F: 3-S: 3)

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

Jovina Y-H Ting

SL 063-064 Intermediate Japanese I-II (F: 3-S: 3)

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. Conducted mostly in Japanese. Offered annually.

Emiko Aoba

SL 067-068 (EN 097-098) Continuing Modern Irish I-II (F: 3-S: 3)

See course description under EN 097-098.

Philip O'Leary

SL 111-112 (EN 041-042) English for Foreign Students: Intermediate I/II (F: 3-S: 3)

This course enables Boston College students and personnel whose native language is not English to acquire the fluency and skill in English speaking, listening, writing and reading necessary to function satisfactorily academically and socially in the Boston College community.

It is intended for international students only, and is not for beginning students.

In the first semester the emphasis lies on speaking and listening with understanding, accompanied by writing assignments and the reading of short stories. The sounds and structures of English are examined. The second semester is a continuation of the first, with a quick grammatical review, and with greater concern for reading short stories and a novel, and for expository writing.

SL 111-112 is a credit course for undergraduates; but does not fulfill the Core Requirement in English. Graduate students, staff, and faculty spouses may take the course for non-credit.

Margaret A. Thomas

SL 113-114 (EN 043-044) English for Foreign Students: Advanced I/II (F: 3-S: 3)

This course is designed to fulfill the core requirement in English for students whose native language is not English. It is not intended for foreign students whose competence in English is very close to that of native students. Such students should enroll in EN 021-022.

Grammar, pronunciation, the structure of the English sentence and expository writing are discussed both semesters. The literature read critically includes the short story and novel in the first semester, and drama and poetry in the second.

*Raymond G. Biggar
James Sullivan*

SL 157-158 *Praktika russkaj rech* I/II (F: 3-S: 3)

Prerequisite or corequisite: Intermediate Russian or equivalent.

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz* and composition for students who intend to continue to an advanced level. *Conducted in Russian.* Offered annually

Lidia Bukhbinder

SL 163-164 *Chukyu kaiwa* I/II (F: 3-S: 3)

Prerequisite or corequisite: Intermediate Japanese or equivalent.

A special practicum for the development of active skills, especially speaking, in Japanese. Extensive vocabulary work, grammar drills, conversation, descriptive narration, and composition for students who intend to continue to an advanced level. *Conducted in Japanese.* Offered annually

SL 205 *Talstay and Dostoevsky* (in translation) (3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels. *Conducted entirely in English.* Offered biennially

Michael B. Kreps

SL 206 (EN 206) (SC 206) *Society, Language and Communication* (3)

Problems and studies in linguistic science presented for students of neighboring disciplines; modern theories of sound, form and meaning; the nature of language and linguistic structures; linguistic and cultural change. Original language-oriented research is an essential part of the course.

Margaret A. Thomas

SL 216 (EN 552) *Poetic Theory* (3)

Traditional and contemporary theories of prosody and metre described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material is mainly English, although students may present texts in any language for required papers. *Conducted entirely in English.* Offered biennially

Lawrence G. Jones

SL 221 (TH 198) *The Language of Liturgy* (S: 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments). Offered triennially

M. J. Connolly

SL 222 *Classics of Russian Literature* (in translation) (3)

A survey of major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution. *Conducted entirely in English.* Offered biennially

Lawrence G. Jones

SL 227 *Advanced Russian Grammar* (F: 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. *Conducted in Russian.* Offered annually

Michael B. Kreps

SL 230 *Russian Literature of the Fantastic* (in translation) (3)

A study of grotesque, bizarre, surrealistic, supernatural, and fantastic themes in a wide range of Russian short stories and novels by writers such as Gogol, Pushkin, Turgenev, Dostoevsky, Bulgakov, Leskov, Nabokov, and Sinyavsky, as well as in the genre of science fiction. Western literary parallels in the works of E.T.A. Hoffman, de Maupassant, Poe, Kafka, and others. *Conducted entirely in English.* Offered biennially

Michael B. Kreps

SL 234 *The Polish Language* (S: 3)

An intensive and rapid introduction to the phonology and grammar of Polish and the reading of literary and expository texts.

Recommended: Prior experience with a Slavic language.

Michael B. Kreps

SL 240 *The Contemporary Russian Novel* (in translation) (3)

A reading, in English, of major Russian novels of the twentieth century from Arcybashev to Solzhenitsyn; the development of the genre from realism through modernism. *Conducted entirely in English.* Offered biennially

Michael B. Kreps

SL 243 *Image and Icon in Russian Literature* (in translation) (3)

A study of verbal images in Russian literature and a comparison of these with works in Russian visual art, from the early icon tradition through to the modern period. An examination of the detail of delineation, of the role of context in the specification of the imaging process and of parallels in visual art to the role of dialogue in verbal art. *Conducted entirely in English.*

Offered biennially

Lawrence G. Jones

SL 245-246 *Advanced Chinese* I/II (F: 3-S: 3)

A review of difficult points of Chinese grammar and sentence structure, with extensive practice in composition and conversation and in the reading and analysis of selected modern Chinese newspaper articles, short stories and texts. Readings also include an introduction to Classical Chinese. *Conducted entirely in Chinese.*

Jovina Y-H Ting

SL 257-258 *Advanced Japanese* I/II (F: 3-S: 3)

Prerequisite: SL 164 (*Chukyu kaiwa* II) or equivalent.

A review of Japanese grammar and sentence structure, extensive practice in composition and conversation, the reading and analysis of selected Japanese literary prose, poetry, and expository prose. *Conducted entirely in Japanese.*

Emiko Aoba

SL 260 (EN 100) *Advanced Readings in Modern Irish* (F, S: 3)

See course description under EN 100.

Philip O'Leary

SL 261 *Love and Nature in Far Eastern Literatures* (in translation) (S: 3)

An introduction to the literary traditions of the major East Asian cultures through reading and discussion, in English, of representative Chinese, Japanese and Korean lyrical poetry and prose from ancient times to the present. Themes examined include: human relationships, mankind and nature, the individual and society. An exploration of some eastern concepts of poetics and literary theory in the context of general philosophical thought. Comparisons and connections among the individual traditions and across time. Offered biennially

Nancy Hodes

SL 262 *Gods and Men in Far Eastern Literatures* (in translation) (S: 3)

Offered biennially

Nancy Hodes

SL 263 *Far Eastern Civilizations* (F: 3)

An overview of the ancient and modern cultures of the Far East with emphases on China, Japan and Korea and with a consideration of cultural currents from neighboring India, Mongolia, and Manchuria. Selected illustrative topics from literature and language, history and politics,

economy and social structures, philosophy and religion, art and archaeology. Strongly recommended for Asian Studies students. No prerequisites. Lectures and readings in English. Offered biennially
Nancy Hodes

SL 264 The Western Discovery of the East (F: 3)

An exploration of major figures and events in the episodic "discovery" and "rediscovery" of the cultures and peoples of the Far East by Westerners. Figures include: medieval religious and commercial visitors; Marco Polo; Jesuit missionaries such as Francis Xavier and Matteo Ricci; Ernest Fellosa and Lafcadio Hearn; Imagist poets and modern artists; twentieth-century revolutionaries. Themes include: commerce and technology; religion and ideology; literature and the arts; conflict and cooperation. Emphasis lies on Western awareness of the East, but with some attention to influences in the other direction and to the responses of various Asian cultures to Western ideas. Offered biennially
Nancy Hodes

SL 265 The Dissident Muse (3)

Offered biennially
Lawrence G. Jones

SL 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theater. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings entirely in Russian. Offered triennially
Michael B. Kreps

SL 308 Dostoevskij and Tolstaj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian. Offered triennially
Michael B. Kreps

SL 311 (EN 527) General Linguistics (F: 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. Offered annually
M. J. Connolly

SL 316 Old Church Slavonic (F: 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages, illustrated through readings in Old Church Slavonic texts.

Recommended: Prior study of a Slavic language. Offered biennially
M. J. Connolly

SL 317 Old Russian (F: 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Recommended: Prior study of a Slavic language. Offered biennially
M. J. Connolly

SL 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied against the background of Russian romanticism and the transition to Russian realism. Conducted in Russian. Offered triennially
Michael B. Kreps

SL 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian. Offered triennially
Michael B. Kreps

SL 325 (EN 528) Historical Linguistics (S: 3)

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction. Offered triennially
M. J. Connolly

SL 327 Sanskrit (S: 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics. Offered triennially
M. J. Connolly

SL 328 Classical Armenian (S: 3)

A grammatical analysis of Armenian *grabar*, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts. Offered triennially
M. J. Connolly

SL 332 The Russian Short Story (3)

The development and structure of the Russian *rasskaz* and *povest'* from the 16th through the 20th centuries. Readings in Russian. Offered triennially
Lawrence G. Jones

SL 333 Introduction to the West Slavic Languages (S: 3)

A grammatical and phonological study of a featured West Slavic language (Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts.

Recommended: Prior study of a Slavic language. Offered biennially
Lawrence G. Jones

SL 334 Introduction to the South Slavic Languages (S: 3)

A grammatical and phonological study of a featured South Slavic language (Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Recommended: Prior study of a Slavic language. Offered biennially
Lawrence G. Jones

SL 339 (EN 234) Semiotics and Structure (3)

Theoretical and practical considerations for the use of modern semiotic and structural techniques in the analysis of paralinguistic systems, literature, mythology and other products of social communication.
Lawrence G. Jones

SL 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian. Offered triennially
Lawrence G. Jones

SL 343 (EN 512) Old Irish (S: 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts. Offered triennially
M. J. Connolly

SL 344 (EN 392) Syntax and Semantics (S: 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Linguistic theories of meaning. Offered triennially
M. J. Connolly
Margaret Thomas

SL 348 Chexov (3)

A close reading in Russian of some of Chexov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers. Offered triennially
Lawrence G. Jones

SL 349 Advanced Russian Writing and Translation (S: 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian. Conducted entirely in Russian. Offered annually
Michael B. Kreps

SL 352 Russian Literary Humor and Satire (3)

A survey of theories of humor with readings from selected Russian satirical and comic literature from the 18th to the 20th century. Conducted entirely in Russian. Offered triennially
Michael B. Kreps

SL 353 Romantizm v russkoj literature (3)

A study of Romanticism in Russian poetry, drama, and narrative literature of the 19th century. A close analysis of the features of this literary movement in works of Zhukovskij, Marlinskij, Pushkin, Lermontov and others. Romantic literature as a genre within a larger European framework. Conducted entirely in Russian. Offered triennially
Michael B. Kreps

SL 358 The Linguistic Structure of Japanese (3)

The phonological and writing systems of Japanese and their origins; fundamentals of Japanese syntax and characteristics of Japanese vocabulary.

A linguistic outline of the Japanese language for students with some previous exposure to Linguistics or to Japanese (but not necessarily to both). Offered biennially
Margaret A. Thomas

SL 360 (EN 660) The Teaching of English as a Foreign Language (3)

An overview of theories of foreign-language acquisition and an examination of classic problems in the teaching and learning of English by speakers of other languages. For students with a professional interest in teaching English to non-native speakers, for those interested in the structure of the English language, and for those curious about how adults learn a foreign language.

Recommended: Previous coursework in Linguistics or familiarity with at least one foreign language. Offered annually
Margaret A. Thomas

SL 361 (PS 261) Psycholinguistics (F: 3)

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the organization of language in the human brain; the acquisition of language acquisition both by children and by adults; animal communication; the psychological reality of grammatical models; the innateness hypothesis; the production, perception, and processing of speech.

Recommended: Some background in Linguistics or Psychology. Offered biennially

Margaret A. Thomas

Research courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SL 388 Senior Honors Project

SL 390 Advanced Tutorial: Russian Language

SL 391 Advanced Tutorial: Russian Literature

SL 392 Advanced Tutorial: Linguistics

SL 393 Advanced Tutorial: Chinese

SL 394 Advanced Tutorial: Slavic Linguistics

SL 395 Advanced Tutorial: Japanese

SL 396 Advanced Tutorial: Polish

SL 399 Scholar-of-the-College Project

SL 791 Russian Literature: Reading and Research

SL 792 Linguistics: Reading and Research

SL 794 Slavic Linguistics: Reading and Research

Other Courses

Other courses in the Department's repertory, offered on a non-periodic basis, include:

SL 007-008 Introduction to Arabic I/II

SL 059 Readings from Russian Intellectual History

SL 065-066 Continuing Arabic I/II

SL 225 Russian Folklore (in translation)

SL 226 Readings in Russian Short Prose

SL 231 Slavic Civilizations

SL 233 (EN 571) Applied English Grammar and Style

SL 235 Chekhov's Plays and Stories (in translation)

SL 236 A Survey of Polish Literature (in translation)

SL 237 Sounds of Language and Music

SL 238 The Language of Computing

SL 244 (EN 099) The Irish Language

SL 254 (TH 154) History of Eastern Orthodoxy

SL 305 History of the Russian Language

SL 306 Russian Literary Research

SL 312 The Indo-European Languages

SL 313 Structural Poetics

SL 314 Old Persian and Avestan

SL 315 The Czech Language

SL 322 The Structure of Modern Russian

SL 335 Early Russian Literature

SL 337 Comparative Slavic Linguistics

SL 338 Tolstoy & Solzhenicyn

SL 341 The Study of Russian Literature

SL 351 Topics in Linguistic Theory

SL 354 Bulgakov, Pasternak, Solzhenicyn

SL 355 Linguistics and Computing

SL 356 Classics in Linguistics

SL 359 The Structure of Biblical Hebrew

SL362 Sociolinguistics

Information on these courses and their availability may be received from the Department.

S O C I O L O G Y

FACULTY

John D. Donovan, *Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Severyn T. Bruyn, *Professor*; A.B., A.M., Ph.D., University of Illinois

Charles K. Derber, *Professor*; A.B., Yale University, Ph.D., University of Chicago

William A. Gamson, *Professor*; A.B., Antioch College, A.M., Ph.D., University of Michigan

Jeanne Guillemin, *Professor*; A.B., Harvard University; A.M., Ph.D., Brandeis University

Lynda Lytle Holmstrom, *Professor*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor*; A.B., Harvard College; Ph.D., New York University

Ritchie P. Lowry, *Professor*; A.B., A.M., Ph.D., University of California at Berkeley

David Horton Smith, *Professor*; A.B., University of Southern California; A.M., Ph.D., Harvard University

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Paul S. Gray, *Associate Professor*; A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Sharlene J. Hesse-Biber, *Associate Professor, Chairperson of the Department*; A.B., A.M., Ph.D., University of Michigan

Seymour Leventman, *Associate Professor*; A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Stephen J. Pfohl, *Associate Professor*; B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Paul G. Schervish, *Associate Professor*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Diane Vaughan, *Associate Professor*; B.A., M.A., Ph.D., Ohio State University

Lisa Fuentes, *Assistant Professor*; B.A., University of the Americas, Mexico; A.M., University of California; A.M., Ph.D., Stanford University

PROGRAM DESCRIPTION

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, urban affairs, governmental administration, criminal justice, the law, industrial organization, education, etc. The sociological perspective in general and the technical knowledge and skills developed in the program contribute to personal growth and are useful in a broad range of occupations.

The Social Science Core Requirement

For non-majors, this requirement may be filled by taking any courses numbered SC 001–SC 199 (except SC 100); the themes of these courses are concerned with the many groups that the individual forms—families, tribes, communities, and states, and a great variety of social, religious, political, business and other organizations that have arisen out of living together.

Some upper-level courses (SC 299–SC 699) require a Core course prerequisite. When this prerequisite has been satisfied, higher numbered courses can fulfill the Social Science Core requirement.

Requirements for the Major in Sociology

1. Either *Introductory Sociology* (SC 001) or *Principles of Sociology* (SC 100) is the first required course as a *prerequisite* for all upper-level courses.

2. *Statistics* (SC 200), *Social Theory* (SC 215), and *Research Methods* (SC 210); these may be taken *concurrently* with the six required electives. It is recommended that Statistics be taken before Research Methods.

3. Six electives numbered SC 002–SC 699 (except for SC 100). Of these, *at least three* must be upper-level courses numbered SC 299–SC 699.

Joint Master's Degree with a Sociology Major

Majors in Sociology have two optional programs available which offer students the opportunity to earn two degrees over a period of five *consecutive* years. These programs save the time and cost of one year of graduate study.

Option 1: B.A. and M.A. in Sociology

Students must apply for admission to this program in the spring of their junior year. Some advanced placement, language requirement exemption, and/or summer school courses may be necessary to finish in five years. The B.A. degree will be awarded with the student's undergraduate class, the M.A. one year later. (For details, consult Prof. Sharlene Hesse-Biber.)

Option 2: B.A. and M.S.W.

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class, the Master's degree one year later. The choice of this program should be made by Sociology ma-



jors in their sophomore year so that the required course sequences and degree requirements can be fulfilled. (For details, consult Prof. Sharlene Hesse-Biber.)

Faith, Peace and Justice Studies

Sociology majors may consider concentrating the courses taken toward their minor in Faith, Peace, and Justice Studies; or, they may supplement their major with an interdisciplinary minor in this area.

In either case, majors must apply to the Director of the Faith, Peace, and Justice Program, Gasson 109. They must take UN 160, "The Challenge of Justice," and design with the Director and their Sociology advisor a four-course sequence, to be completed by the fall of their senior year. This sequence should be the foundation for completing the final requirement of the Program, the Senior Seminar Paper.

Some suggested areas include aging and geriatrics; criminology, deviance and social control; economy and society; gender roles and human rights; medicine and sociology; race relations, sources of stratification, inequality and poverty; ideology and utopia.

For more information, see the section in this Catalog on Minors.

COURSE OFFERINGS

Core

SC 001 Introductory Sociology (F, S: 3)

This is a Core course in the Social Science area designed to provide students with sociological angles of vision and hearing and feeling as they pertain to their own lives and the lives of others around them. Focusing on American society, the student will study and analyze the obvious and the not-so-obvious features of our changing social institutions and should acquire both new insights and new critical perspectives. *The Department*

SC 003 Introductory Anthropology (F, S: 3)

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics. *The Department*

SC 008 Marriage and the Family (F, S: 3)

This course will analyze sociological theories and research on the family and singlehood with particular attention to (a) the family and the broader society; (b) the family and the life cycle (e.g., courtship, marriage, parenthood); (c) changing roles for men and women; and (d) alternative family structures. *Lynda Lytle Holmstrom*

SC 022 Crime in America (F, S: 3)

An introductory course in criminology which seeks for an understanding of criminal behavior in today's society. Subjects covered include: the extent of crime; theories of crime causation; origin of the law; and patterns of criminal behavior.

Alan Fairfax

Theodore Sasson

Edward Skeffington

SC 030 Deviance and Social Control (F, S: 3)

A wide variety of beliefs and behaviors have been considered "deviant" in different cultures and at different times. Similarly, an array of techniques have been developed to identify and control "de-

viant" behavior. But what exactly is "deviance"? Why is it present even in highly conformist societies? Who has the power to decide what is or is not "deviant"? How are systems of social control organized? Who is subject to and who is exempted from social control efforts? How have people resisted these mechanisms of control? These are some of the questions to be explored in this course.

The course will provide a broad historical overview of perspectives on deviance and social control and will address related contemporary issues such as social control in the workplace, elite (corporate, political) deviance, the impact of mass media, and strategies of resistance. *David Croteau*

SC 031 Extraordinary Groups (S: 3)

This course is an overview of deviant groups in society. Taking a variety of examples, from juvenile gangs to the Ku Klux Klan, from religious cults to riots, from free sex communes to social movement organizations, we look at why people join these deviant groups, how the membership is different, why such groups form, how they maintain their separateness, what they accomplish and how they relate to the larger society in which they exist. *David H. Smith*

SC 032 Business and Society (F, S: 3)

This course is designed for students interested in business careers. We examine the changing role of business in society, including issues in corporate governance, professional ethics, worker self-management, and the social development of work systems in American enterprise. We will review current trends in corporate accountability, occupational safety and health, government de-regulation of industry, social self-regulation, environmental and consumer protection, ethical investing, social auditing, and the changing character of multinational corporations. *Severyn T. Bruyn*

SC 035 Sociology of Democracy (F: 3)

The dramatic and historic changes which have occurred recently in Eastern Europe have led many commentators to proclaim the final victory of democracy over totalitarianism. Just what is meant by the term "democracy," however, is usually taken for granted. Only by subjecting "democracy" to a careful analysis can we truly understand the significance of these historical world changes. In this courses, we will critically examine the meaning of democracy from a structural, sociological perspective. *Daniel Egan*

SC 041 (BK 151) Race Relations (F, S: 3)

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change. *Seymour Leventman*

SC 043 (BK 155) Introduction to African-American Society (F, S: 3)

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change. *William A. Harris*

SC 049 Social Problems (F: 3)

This course will examine the often unquestioned biases of popular myths and social scientific paradigms about various social problems, including drug abuse, poverty, racial and gender discrimination, environmental pollution, corporate deviance, and war. It is these biases which often account for why programs to resolve the problems fail. The course will also consider alternative views which are based upon an historical, cultural and critical perspective. *Ritchie P. Lowry*

SC 054 Sports in American Society (S: 3)

By viewing sport as a social institution, we learn how it both shapes and reflects our values, how it relates to our political, educational and economic systems, and how it deals with problems such as violence, racism and sexism. *Michael A. Malec*

SC 056 Sociology of Sport (S: 3)

We will examine sport from varying perspectives across many different topics and substantive areas. We will examine many of the cliches and myths that surround sports, their participants, their observers, etc. and attempt to come to a greater understanding of why such myths exist, discern if there is any "truth" to them, and debunk those that are false while simultaneously developing an ability to look at sport and society more critically. *John R. Mitrano*

SC 072 Inequality in America (S: 3)

This course examines class inequality in American society. It not only describes how the rich, the poor and the middle classes live, but also how they relate to one another. Topics covered include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that are used to keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or by women. *Eve Spangler*

SC 079 Social Psychology (F, S: 3)

This introductory course provides an overview of social psychology, which is the study of how a person's thoughts, motives, feelings and actions affect or are affected by other people. Major topics covered include person perception, nonverbal and verbal communication, persuasion, prejudice and discrimination, interpersonal attraction, intimate relationships, helping behavior, aggression, social influence and conformity, group processes, law and justice, business, territoriality and health. Theories considered are genetic theory and sociobiology, learning theory, cognitive theory, psychoanalytic theory, and role theory. *David H. Smith*

SC 084 Mass Media in American Society (S: 3)

The purpose of this course is to increase your understanding of how the mass communication system operates, of how and why media products take the form that they do, and of how public opinion is shaped by these products. The first half of the course shows how news is constructed and how the media frame the way we think about social and political issues. The second half shows how news production is organized in the United States and how this organization affects what we see, hear, and read. *William A. Gamson*

SC 088 Women and Madness (F: 3)

This course is a social and historical inquiry into the diagnosis and treatment of female mental illness. It will examine various intellectual, religious, and scientific discourses concerning hysteria from ancient Egypt, Greece, and Rome through the 16th century witch trials and late 19th century and early 20th century psychoanalysis. Specific hysterical patients and their doctors will be studied, including Blanche Wittmann (Charcot and J. Janet), Dora (Freud), Emma Eckstein (Freud and Fliess), and Bertha Pappenheim (Breuer and Freud). We will examine the fate of incarcerated hysterics and females otherwise labelled mentally ill. In addition, we will consider anorexia nervosa and agoraphobia in a contemporary social context. The course will draw upon a range of historical, psychological, postmodern, and feminist literature.

Karen Bettez

SC 092 Peace or War? The United States and The Third World (F, S: 3)

The Third World—where most of the world's population lives—has become increasingly important to the world's economy, but remains a seething cauldron of revolution and war. While not well understood by the American public, the United States has been a major player in the wars of the Third World. This course explores the bloody, often covert, entanglements that have defined—and continue to characterize—our own government's relations to Central America, Southern Africa, the Middle East, and Southeastern Asia. We will consider the motives for our own involvement and then focus on how such wars can be stopped and avoided in the future.

Charles K. Derber

SC 094 Social Conflict (S: 3)

The end of the Cold War has not ended the threat of war or of violent conflicts within a society. Some conflicts that were dormant have now flared up. Problems of large-scale, violent conflicts unfortunately remain central in the modern world. The probability of nuclear proliferation and the use of poison gas make such conflicts even more scary. The purpose of the course is to increase your understanding of the conditions under which social conflicts tend to become violent and how they can be resolved non-violently.

William A. Gamson

SC 097 Death and Dying (F: 3)

This course presents a sociological overview of the major issues, themes, and controversies in the death and dying literature. It should offer an opportunity to formulate and analyze your personal opinions on a number of these issues as well as expose you to some new ways of looking at them. Among the issues to be considered: historical trends in life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.

John B. Williamson

SC 100 Principles of Sociology (F: 3)

This course is an introduction to the field designed for majors. The focus will be on fundamen-

tal sociological concepts, theories and methods. Because the class will be relatively small and comprised of majors, class discussion will be central. We will broadly consider the forces that contribute to social order in society including the nature of social interaction, group processes, gender roles, and socialization. Emphasis will also be put on features of "social differentiation" in society such as deviance, social stratification, and race relations. As time permits, we will analyze such selected aspects of social life as aging, bureaucracy, education, and urban problems. Throughout discussion of these topics, the guiding principle will be that sociological analysis best displays its power when it illuminates the everyday life experience of students.

David A. Karp

SC 144 Legal and Illegal Violence Against Women (S: 3)

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

Lynda Lytle Holmstrom

SC 154 Medical Sociology (F: 3)

The course will discuss 1) the social creation of disease (i.e. social factors that increase one's chances of contracting disease) and 2) the medical system's response to disease (what happens once one is sick). Special emphasis will be placed on the power of the professions; clinician-patient relationships; medical mistakes; what health and illness mean to people; hospitals and other organizations within which medical work is done; and contemporary debates (e.g., prolongation of life) taking place in the medical arena.

Lynda Lytle Holmstrom

SC 168 (BK 168) Roots of Radical Black Politics: 1960–1980 (F: 3)

This course will explore the modern Black Liberation Movement (BLM). Prominent organizations such as the Student Non-violent Coordinating Committee and the Black Panther Party will be studied in depth. The era of the Civil Rights, Black Liberation and Anti-war Movements in the U.S.A. was one of the most tumultuous during this century. This class will review the underlying causes as well as the actual development of the BLM in order to address such questions as: Why and how did these organizations emerge? What did they accomplish? Did these organizations succeed or fail? What are the implications of their demise? Could they have been more effective? Were they a result of a temporary or a permanent condition?

Charles Pinderhughes

SC 184 Sociology of the Legal Profession (F: 3)

This course in the area of the sociology of occupations/professions is of particular interest to students who are "thinking about" or are committed to law school and a legal career. Against a background of some conceptual considerations regarding the professions, the course studies the evolution of the legal profession in the United States. Special attention is then given to the social and psychological characteristics of those seeking admission to law schools, to the structure of legal education, to the academic and social processes involved in "making a lawyer" and to the selective processes that operate in the choice of a

first job. Attention is also given to the work cultures of different types of lawyering, to the changing structures of the legal profession, and to some of the current and developing problems confronted by American lawyers.

John D. Donovan

Required for Majors**SC 100 Principles of Sociology or SC 001 Introductory Sociology****SC 200 Statistics (F, S: 3)**

An introduction to statistics with an emphasis on the use of the Boston College computer facility, the use of the VAX, and programming in SPSSX. Statistical issues covered include measures of central tendency, measures of dispersion, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael A. Malec

SC 210 Research Methods (F, S: 3)

The overall purposes of this course will be to acquaint students with the range of research methods used in sociological work, to discuss the philosophical assumptions that underlie a scientific approach to the study of social life, and to consider the interplay of data, method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

William A. Harris

David A. Karp

SC 215 Social Theory (F, S: 3)

The development of theory from the classical period of Marx, Weber, and Durkheim to contemporary schools such as interactionism, functionalism, and feminist theory.

Paul S. Gray

Eve Spangler

Electives**SC 225 (EN 125) (PS 125) Introduction to Feminisms (F, S: 3)**

A course taught by Women's Studies faculty and student-teams under faculty direction to acquaint students with a large range of academic and life experience topics which have been affected by the Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars which meet once a week to discuss and study such issues as women's history, feminist theory, sex roles and socialization, gender and health, religion, work, literature and essays by and about women. The course emphasizes participation and collective work on projects.

Lorraine Liscio

SC 242 (BK 242) Black Women and Feminism (F: 3)

An examination of the black woman's involvement in the feminist movement, and of her resulting dilemma. The course will explore the issues of double discrimination, the patriarchy, overachievement, male/female relationships, and fear of success. These themes will make the connections between the political priorities black women must set when forced to choose between gender and race. A survey of the relationship between the Suffragette and other major American women activist organizations and Afro-American women will be offered. In understanding the complications of black women seeking to attain their true womanhood, students will gain insight about how that impacts on the process of all American women.

Amanda Houston

SC 249 (BK 249) The Black American Family (F: 3)

While examining the background necessary to understand the historical roots of contemporary issues and problems, this course will emphasize the American Black family's strength, resourcefulness, and ability to survive in an often hostile or indifferent society. We will consider Black families of underclass, working class, middle class, and "elite" or upper class status; one major objective will be to analyze and understand both similarities and differences in how Black families from these different strata are structured, function internally, relate to and are related to by the wider American society, and fit into that society.

Michael Plummer

SC 250 (PL 259) (TH 327) Perspectives on War, Aggression and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.

Rein A. Uritam

SC 251 (PL 269) (TH 328) Perspectives on War, Aggression and Conflict Resolution II (S: 3)

Rein A. Uritam

SC 268 (BK 268) (PL 268) The History and Development of Racism (F, S: 3)

This course will survey historical forms which racism has taken in the United States and will identify past and present methods of opposing racism. Major content areas will include a study of European antecedents to racism in the U.S., including the developing of white attitudes toward people of color in Anglo and other societies. The institutionalization of racism during the Colonial period will be examined with emphasis on judicial decisions and legislative acts, and the development of the U.S. constitution. Other content will focus on the "peculiar institution" of slavery, the history of black protest, the abolitionist movement, Jim Crowism, and the development of the Web of Racism as an urban form of racism.

Horace Seldon

SC 278 (BK 278) The American Labor Movement and the Black Worker (F: 3)

This course will examine the intricate relationship between black workers and the organized labor movement, the love-hate affiliation between labor unions and civil rights organizations, on the one hand, and their unity of purpose on the other; as well as the successes and failures encountered.

Issues covered will include the development of separate black labor movements, the use of black workers as strike breakers, President Roosevelt's Executive Order 8802 in June 1941, and the present involvement of blacks in the new municipal and white collar unions. In-depth attention will be given to the opposing philosophies of Booker T. Washington and W.E.B. DuBois, and the resulting impact upon the black worker in America.

Amanda Houston

SC 279 (BK 281) American Labor and Civil Rights Issues (S: 3)

The course offers a comprehensive analysis of the effects of government policy and employer and labor union practices on the status of black workers. The consequences of automation and tech-

nological change for black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban black population will be studied. We will examine the social characteristics of the stable black working class that has been central to black protest and to community institutions, and consider the history of the black worker within the changing context of racial conflict in American society.

Amanda Houston

SC 299 Reading and Research (F, S: 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. *This is not a classroom course*

The Department

SC 323 Seminar in White Collar Crime (F: 3)

A consideration of the social implications of individual, white collar and organized crime; the nature and extent of criminality at various levels of society; crime as "deviance" and as an accepted element in contemporary society.

Benedict S. Alper

SC 334 The Criminal Justice System on Trial (S: 3)

This seminar aims to present students interested in law with a critical examination of the procedures in the criminal court, including arrest, jail and bail, the role of judge and jury, prosecutor and defense counsel, the adversary process, plea bargaining, mediation, restitution and victims' compensation, conviction and sentencing, probation, pardon and parole. Court visits and interviews with practitioners in the field will be scheduled. *Permission of instructor is required.*

Benedict S. Alper

SC 338 Probation: Theory and Practice, I (F, S: 3)

This course provides students an opportunity for field work experience as volunteer interns in the Probation Office at a nearby District Court, where they serve as court aides and assistants to judges and to adult and juvenile probation staff. *A minimum of ten hours of service is required, together with appropriate readings and the keeping of a journal. Students are urged to plan to take the course during both semesters in order to derive maximum benefit from the experience. Permission of instructor is required.*

Benedict S. Alper

SC 339 Probation: Theory and Practice II (F, S: 3)

Optional continuation of SC 338.

Benedict S. Alper

SC 340 Internship in Sociology (F, S: 3)

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility for locating their own placement setting; however, both the instructor and the B.C. Internship Program Office in the Career Center can be of help. Students need to meet with the instructor before registering to get the full details about the course and to discuss possible placements, as they must make arrangements for their placements prior to the start of the course. The seminar will meet approximately once every other week. *Permission of the instructor is required.*

John B. Williamson

SC 344 Legal and Illegal Violence Against Women (S: 3)

This course will analyze the use of violence and of the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics. Strategies for change will also be discussed.

Lynda Lytle Holmstrom

SC 346 American Economic Crisis and Social Change (S: 3)

Analysis of foreign and domestic economic crises facing the United States in a fiercely competitive global economy. The first part of the course explores the question of American decline relative to Japan and other competitors, multinational corporations and the problem of de-industrialization, American and Third World debt, and new domestic inequality. The second part of the course considers innovative social and political strategies for revitalization, including new government strategies such as economic conversion and "industrial policy," as well as new corporate strategies such as worker participation and workplace democracy.

Charles K. Derber

SC 351 Power in Contemporary Society (F: 3)

This course examines the types and uses of power in contemporary society, forms of power, and major historical changes. Also examined are the role of ruling classes and elites, multinational corporations, the military (including the CIA), and political decision making by national leaders. Of particular importance will be a consideration of the characteristics of modern warfare, the limits of its use as an aspect of foreign policy, and alternatives to war.

Ritchie P. Lowry

SC 357 Sociology of Organizations (S: 3)

This is an introductory course that will be divided into two parts. The first part will focus on organization structure and internal processes, and how these factors affect the organization's ability to meet its goals as well as how they affect the lives of the organization members. The second part of the course will focus on organizations within the context of their environments. How does the environment affect the organization, and how do organizations affect and manage their own environments?

J. Joseph Burns

SC 358 Internship in Mediation, Restitution and Victim Compensation I (F, S: 3)

Settlement of disputes and conflicts outside of the traditional criminal court process by means of mediation, arbitration and restitution, is one of the fastest growing areas of the law. Restitution gives a new role to victims in criminal cases. This course provides students with an opportunity to see first hand the operation of these programs in the Greater Boston area and to participate in the conflict resolution process. One full day or two half-days a week are required. *Permission of instructor is required.*

Benedict S. Alper

SC 378 (PS 600) (SW 600) Introduction to Social Work (F, S: 3)

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In

addition to a discussion of the theories of human behavior that apply to social work interventions, the course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

Regina O'Grady-LeShane

SC 380 Clinical Sociology (S: 3)

William A. Harris

SC 422 Issues and Topics in Criminology (F, S: 3)

This independent study course provides the students an opportunity to engage in a variety of projects (limited only by their interest and imagination) in both field and library research or as volunteer interns in a program or agency concerned with any aspect of crime and delinquency. Approval will be given to any well-planned project which the student may care to pursue, after a review of the project by the instructor and periodic evaluations thereafter of student progress. *Permission of instructor is required.*

Benedict S. Alper

SC 439 American Society in the Vietnam Decade (F: 3)

An examination of American society as the first new nation and first mass society. Tracing the cultural and institutional foundations and developments of modern-day America, emphasis is on the structural roots producing the crises of the 1960s, the Vietnam Decade. *Seymour Leventman*

SC 448 (BK 367) Racism and Ethnic Protest (S: 3)

Students will study comparative ethnic protest movements, recent strategies of minority group advancement, and the relationships between racism, sexism, and class inequality. The course also reviews sociological theory and tools for analyzing majority-minority group domination.

Seymour Leventman

SC 468 (ED 349) Sociology of Education (S: 3)

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationships between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies? The course approaches these problems from the diversity of theoretical approaches and the diversity of applications of the sociological knowledge to the understanding of education.

Ted I. K. Yoon

SC 491 Sociology of the Third World (S: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization.

Paul S. Gray

SC 509 Feminism and Methodology (S: 3)

This course examines a range of feminist and science literature which is concerned with issues of

methodology. We address the following: 1) What are the basic assumptions concerning the scientific method in the existing social science literature? 2) Is there a feminist methodology? 3) To what degree is science a "cultural institution" influenced by economic, social and political values? 4) To what extent is science affected by sexist attitudes and to what extent does it reinforce them? We will examine several research studies which employ a "feminist methodology" and those which do not.

Sharlene J. Hesse-Biber

SC 511 Fieldwork Methods (S: 3)

This is a one-semester course in the theory and practice of fieldwork. Students will develop and sharpen analytic and observational skills by doing fieldwork in settings of their choice. Topics covered include: gaining access, research ethics, establishing rapport, creating social theory from data, etc.

Paul S. Gray

SC 527 The Evolution of Culture (F: 3)

This course is an anthropological and sociological study of the origins and development of cultural life. We will spend the first weeks looking at pre-human development before examining the evolution of society. The subject matter will cover the evolution of sex, politics, kinship, religion, music, dance, myth, language and the economy.

Severyn T. Bruyn

SC 544 International Organizations (S: 3)

This course is designed for students interested in the social and political structure of world affairs. We will examine the role of world law, world government, a world court system, multinational corporations, the world organization of churches and other types of international organizations that bear on the issues of war and peace. While some students may be interested in exploring the complex structures of one such organization, the focus of the course will be on the interrelationships of organizations, their comparative structures, their normative life, and their conjoining influences as they serve potentially to lay the foundation for a world community.

Severyn T. Bruyn

SC 545 Urban Life and Culture (F: 3)

This course examines the dominant images of urban life held both by social scientists and members of the society. Since the central motif of the course will be on the "social psychology" of city life, our guiding question throughout the semester will be: "How do persons give meaning to, adapt to, and make intelligible their lives as city dwellers?" Special attention will be given to gaps, omissions and deficiencies in traditional sociological treatments of urban life. Among the key topics treated will be: 1) the analysis of city life in classical sociological theory, 2) the meaning of community, 3) the organization of public place behavior, 4) urban tolerance, 5) urban social problems, and 6) the connection between urbanism and suburbanism.

David A. Karp

SC 549 Social Theory and Social Policy (F: 3)

From the end of President Roosevelt's New Deal to the 1960s was a period of unbounded optimism in the belief that both public and private social policy could resolve America's (and the world's) social problems because of the country's wealth and political power. By the 1980s, this view was replaced by a general pessimism. This seminar

will examine why this change took place and, especially, what impact it had upon the social theories which were the basis of earlier social policies. The seminar will consider new, more democratic, and more responsive theories and policies, as a response to the current malaise and general failure of most public and private social policies.

Ritchie P. Lowry

SC 550 Important Readings in Sociology (S: 3)

Members of the seminar will read and discuss a number of books generally considered significant exemplars of the sociological craft. Discussion will center on "what makes a particular study good sociology." This course is designed to prepare students to develop their own research proposals.

Eve Spangler

SC 555 Senior Honors Seminar (F: 3)

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus which is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized. *Permission of the Department is required.*

Paul S. Gray

SC 556 Senior Honors Thesis (S: 3)

The Department

SC 564 Seminar on Medical and Family Sociology (S: 3)

This seminar will focus on student research projects in the area of medical sociology. *Permission of the instructor is required.*

Lynda Lytle Holmstrom

SC 571 The American Economy and Its Future (F: 3)

This course is designed for students who want to study the economy from a sociological perspective. The market economy in this case will be viewed as having the potential for social self-regulation and the possibility of operating competitively in the public interest. We will look at methods for reducing government controls by transferring agencies into the private sector as socially accountable enterprises with a capacity to implement public norms. Attention will be given to changes taking place in Eastern Europe.

Severyn T. Bruyn

SC 578 Corporate Social Responsibility (S: 3)

Contemporary capitalism is in crisis as a result of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis, including: socially responsive investing, shareholder and consumer action, and corporate training in ethics. This seminar, through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.

Ritchie P. Lowry

T H E O L O G Y

FACULTY

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain

Lisa Sowle Cahill, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

Robert Daly, S.J., *Professor*; A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Donald J. Dietrich, *Professor, Chairperson of the Department*; B.S., Canisius College; M.A., Ph.D., University of Minnesota

Harvey Egan, S.J., *Professor*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Ernest L. Fortin, A.A., *Professor*; A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Margaret Gorman, R.S.C.J., *Adjunct Professor*; B.A., Trinity College; M.A., Fordham University; Ph.D., Catholic University

Thomas H. Groome, *Professor*; A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

David Hollenbach, S.J., *Flatley Professor*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

Philip J. King, *Professor*; A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Matthew L. Lamb, *Professor*; B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr. Theol., State University of Munster

William W. Meissner, S.J., *Professor*; University Professor of Psychoanalysis, B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), Harvard University

John Paris, S.J., *Walsh Professor*; B.S., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

Pheme Perkins, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Anthony Saldarini, *Professor*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Francis A. Sullivan, S.J., *Adjunct Professor*; B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University

Mary Boys, S.N.J.M., *Associate Professor*; A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Francis X. Clooney, S.J., *Associate Professor*; A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago

Mary F. Daly, *Associate Professor*; A.B., College of St. Rose in Albany; A.M., Catholic University; Ph.D., St. Mary's College; S.T.L., S.T.D., Ph.D., University of Fribourg

J. Cheryl Exum, *Associate Professor*; A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Charles C. Hefling, *Associate Professor*; A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College

Robert P. Imbelli, *Associate Professor*; Director of Institute of Religious Education and Pastoral Ministry; B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University

Frederick Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

Claire Lowery, *Adjunct Associate Professor*; A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D. Harvard University

Louis P. Roy, O.P., *Associate Professor*; B.Ph., M.A.Ph., M.A.Th., Dominican College, Ottawa; Ph.D., University of Cambridge

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

Francis P. Sullivan, S.J., *Adjunct Associate Professor*; A.B., A.M., S.T.L., Boston College; S.T.D., Institut Catholique de Paris

Thomas E. Wangler, *Associate Professor*; B.S., LeMoyné College; M.A., Ph.D., Marquette University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

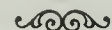
John A. Darr, *Assistant Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Pamela E.J. Jackson, *Assistant Professor*; A.B., M.Div., M.A., M.Phil., Ph.D., Yale University

Stephen J. Pope, *Assistant Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

James Rurak, *Adjunct Assistant Professor*; A.B., Bates College; A.M., Ph.D., University of Chicago

Patrick J. Ryan, S.J., *Assistant Professor*; A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University



PROGRAM DESCRIPTION

Theology is the academic discipline concerned with the realities affirmed by religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically on the Roman Catholic tradition.

The courses offered by the Department are grouped into four categories: biblical; historical; ethical and social-scientific; and comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

1) *a liberal arts goal* of fostering awareness of the religious roots and background of our culture, for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons; 2) *a specifically theological goal* of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition; and 3) *a religious or confessional goal*, explicit in some—though not all—courses, of exploring a particular tradition “from the inside,” healing negative encounters with religion, inviting commitment and belief, and the like.

Which of these goals are emphasized in a given course can often be determined from the descriptions which follow; but students are welcome to consult with the professor concerned if clarification is needed.

The Course Offerings

The Department distinguishes five levels of course offerings: 1) *Core*—introductory, and designed for the fulfillment of the University's basic Theology requirement; 2) *Level One*—introductory, but not fulfilling the Core requirement; 3) *Level Two*—advanced undergraduate, more specifically aimed at minors and majors; 4) *Level Three*—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically professional; 5) *Graduate*—offered exclusively for professional and graduate academic theological formation.

The Core Program

The Core requirement in Theology, six credit hours, may be fulfilled by taking two three-credit courses at the Core level; by taking a two-semester sequence of courses at the same level; or by taking one of the twelve-credit, full-year courses that fulfill the Core requirement in both Philosophy and Theology.

1. *Two three-credit courses.* Students who select this option should choose one Core course with broad introductory aims (such as TH 050, TH 060, TH 150, TH 151) and one Core course that concentrates on a more specific topic or approach.

2. *Two-semester sequence.* This option includes six-credit, full-year courses and courses which are taught over two semesters, but which may also be taken in the second semester alone, enrollment permitting, and joined to a course from option 1) to complete the theology requirement.

3. *Twelve-credit courses.* There are two of these Philosophy/Theology courses: PL/TH 090-091, "Perspectives on Western Culture"; and PL/TH 088-089, "Person and Social Responsibility" (for PULSE Program students only).

The Major in Theology

There are two tracks within the major:

• *Track I: The Study of Theology:* This track is designed to enable the student to explore the Christian tradition and the ways in which Christians have lived and thought and expressed their faith. The ordinary requirements for this track include ten courses, distributed as follows:

1. Five introductory (Core) courses, one each in Old Testament, New Testament, systematic/doctrinal theology, ethics, and church history. The Perspectives Program, TH 090-091 (PL 090-091) is recommended and fulfills two of these introductory requirements;

2. Four electives (Levels I, II, or III), of which one is to be in biblical studies and one in systematic/doctrinal theology; the other two should be chosen in consultation with the Majors' Director;

3. The Majors' Seminar, designed to help majors synthesize their course work, identifies key themes and questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently-advanced students take the seminar in their junior year.

• *Track II: The Study of Religion:* This track is designed to enable the interested student to explore the nature of religion and the variety of ways in which people have expressed and practiced their religious beliefs. Given the particular strengths of the department, this can be done most readily with reference to the Christian tradition, but students are urged to design a program which suits their specific questions and interests, drawing as well on the experiences and beliefs of other religions. The ordinary requirements for this track include ten courses, distributed as follows:

1. Two introductory (Core) courses: when possible, courses should be chosen which introduce the larger questions of the study of religion;

2. TH 161, The Religious Quest I: Comparative Perspectives I;

3. Three thematically-related electives (Levels I, II or III): in consultation with the Majors' Director, the student will identify a key theme—e.g., the philosophical basis of religion, the role of sacred texts in religion, religion and the arts, comparative religion, etc.—and take three courses (offered by the Theology or other departments) which focus on this theme.

4. Three additional electives (Levels I, II or III), which support or amplify or usefully contrast with the other upper-level courses taken;

5. The Majors' Seminar (as described in Track I above).

Majors in both tracks are encouraged to work with other departments in cross-disciplinary study. Students in the School of Management and secondary-education majors in the School of Education can major also in Theology, and Theology majors can concentrate in education in the School of Education.

The Department's membership in the Boston Theological Institute allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

The Minors in Theology

The Minor in Biblical Studies

This minor provides a special concentration in Bible for students who wish to gain knowledge of the biblical texts, of the world out of which the Bible came, and of the methods used in modern study of the Bible. For more information contact Prof. Anthony Saldarini, Theology Department, Carney 417 (x3880).

The Minor in Church History

This minor is designed to give students an overview of the history of the Christian community, its life, thought, structure, and worship from its beginnings to the present day in introductory-level courses. In upper-level courses, the student can focus study on the development of the Church within a particular era or geographical setting. The minor is open to all students, but may be of special interest to those interested in history, literature, theology, or philosophy. Professors for the minor are drawn from both the Theology and the History departments.

For details of the requirements for the Church History minor, refer to the "Minors" section under the College of Arts and Sciences section of this Catalog.

The Minor in Faith, Peace and Justice Studies

Faith, Peace and Justice studies are part and parcel of the mission of a Jesuit university "to help to prepare young people and adults to live and labor for others and with others to build a more just world." This concern for a peaceful world based on justice reflects the wider Christian and Catholic stance on the crucial issues of peace and justice.

The interdisciplinary minor allows undergraduates to explore the pursuit of peaceful solutions to domestic, national and international conflict.

For details of the Faith, Peace and Justice Studies minor, refer to the "Minors" section under the College of Arts and Sciences section of this Catalog.

The Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. The Center is on the fourth level of Bapst Library and is open during regular hours as posted. The director is Prof. Charles Hefling.

The Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

The 1992-1993 Joseph Gregory McCarthy Visiting Professor is Prof. René Girard. The 1993-1994 Joseph Gregory McCarthy Visiting Professor is Prof. Leon Kass. Additional details about the 1992-1993 and 1993-1994 Joseph Gregory McCarthy Lecture Series can be obtained from the Department of Theology.

COURSE OFFERINGS

Core-Biblical

TH 005 Genesis: A Jewish Interpretation (F: 3)

A detailed examination of the primary Bible book, as it has been understood by the people who authored and canonized it millennia ago, and have been busy interpreting it ever since. *This course is funded in part by the Jewish Chautauqua Society.*

Albert Goldstein

TH 009 Fundamentals of Judaism (F, S: 3)

This course deals with Jewish Theology and the manner in which it is expressed in life. Personal, communal, calendaric and ritual aspects of Jewish living are presented and discussed.

Samuel Chiel

Murray Rothman

TH 021 Introduction to the Old Testament (F, S: 3)

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible (Christian Old Testament). Focus will be on major biblical concepts such as creation, election, and covenant, with some attention to their development within the prophetic and wisdom traditions.

J. Cheryl Exum

Philip King

Martha Morrison

TH 050 Introduction to the New Testament (F, S: 3)

This course introduces the student to the cultural, historical and religious milieu in which early Christianity emerged and developed during its first century. Each New Testament work is examined in light of its situation in the Early Church

which led to its writing. The student is introduced to the methods used by modern biblical scholarship in understanding the “setting” of early Christian literature. Graeco-Roman history, culture and religion are studied insofar as they are presupposed in New Testament writings.

Mary Boys
John Darr
Ronald Marr

Core-Comparative and Systematic or Doctrinal

TH 060 Introduction to Christian Theology (F, S: 3)

This course will begin with an analysis of religion, reason and faith, and the problem of God. Christianity will be approached through a consideration of Jesus in the New Testament, the development of Christian beliefs, the Christian church and sacraments. Readings will include both original sources from the Bible and theologians and introductory books to aid the beginning student in reflection on the theological topics above. There are no prerequisites for this course.

James Ayers
Robert Barry
Rebecca Hetland Gould
Alexander Lessard
Rosemary Meland
Joseph Nolan
Daniel Patterson
Cornelia Schnetz

TH 072 Sacraments and Ministry (S: 3)

The course will cover three principal areas: 1) The variety of forms of church order found in the New Testament and early Patristic writings. Conclusion: an actual plurality of forms for establishing the reality of sacraments and ministry in the earliest experience of the Christian community. 2) The necessity of preserving adherence to church order, particularly in the matter of sacraments and ministry, based on the requirement of visibility, so that the Church can carry out its mission as an historical community of faith. Conclusion: the discarding or derogation of legitimate church order leads to anti-ministry, anti-sacrament, anti-church attitudes. 3) Criteria for discerning the reality of sacraments and ministry in those communities separated from the traditional sources of order in the Church. The history of this discussion, especially in recent years, will be followed, with particular attention to the recent documents and strictures from the Congregation for the Doctrine of the Faith. *Raymond G. Helmick, S.J.*

TH 080 God and Revelation (F, S: 3)

The basic predicate of Christianity is that God has made Himself known to humankind in a way which we could never attain ourselves. This course will consider the possibility of His revelation, its form, its summit in Jesus Christ. It will then consider special questions such as revelation in the Church, Scripture and Tradition, and the nature of Theology.

Patrick Ryan, S.J.

TH 090-091 (PL 090-091) Perspectives on Western Culture I, II (F: 6-S: 6)

This is a special two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course will introduce the students into their philosophical and religious heritage through a study of the writings of the major thinkers who have formed our cul-

tural traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future.

The Department

TH 099 (BK 112) Introduction to Black Theology (F, S: 3)

This introductory course promises to be an illuminating journey into the alternative theological understanding of African-Americans. It will attempt to chart the social/historical development of theology in the context of the black community from pre-slavery to the present by examining the theological expression therein.

Andre Craddock-Willis

TH 102 (BK 115) Contemporary Black Theology (S: 3)

This course intends to provide a glimpse across the panoramic landscape of recent and contemporary Black Theology. It will survey the Black Theological activities and writings from the civil rights years to the present, concentrating on the academic debate within Black Theology.

Students are required to commit themselves to understanding contemporary Black Theological expression, and supplement this theology with new ideas, inquiries and insights.

Andre Craddock-Willis

TH 107 (BK 120) Religion in Africa (F: 3)

The course is designed to introduce the varieties of African religious experience. The content and significance of African religion as an autochthonous religion will be outlined. Christianity and Islam as the extended religions to Africa will be discussed. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of religion in changing Africa.

Aloysius Lngira

TH 108 (BK 121) Christianity in Africa (S: 3)

This course is intended to give a historical bird's-eye-view of Christianity in Africa. While Christianity in general will be touched on, emphasis will be laid on the development and the extension of the Catholic tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, a theological outline of the response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.

Aloysius Lngira

TH 153 Introduction to the World of Islamic Religion I (F: 3)

This course will offer an introductory look at the birth of Islam; the principal tenets and texts of the faith; and the development of key doctrines and institutions. Sections of the course will focus on the pre-Islamic period; the life and experiences of the Prophet Mohammad; the Qur'an and Hadith; the doctrines of both Shi'i and Sunni Islam; Islamic law and philosophy; and the rise of Sufi thought and practices. Attention will also be paid to ritual and social practices among Muslims.

Matthew S. Gordon

TH 156 Introduction to the World of Islamic Religion II (S: 3)

This course will cover developments in the Islamic world and religion from roughly the year

1300 CE to the present. Sections of the course will focus on later developments in Shi'i and Sunni doctrine; the spread by various means of the faith to many areas of the world; the development of legal and political institutions; the rise of local or regional forms of Islam; the encounters and conflicts with the Christian/Western world; the rise of reform and revival movements; and the question of “fundamentalism.” Much attention will be paid to the modern Islamic world and such issues as the status of women; the rise of Islam in the United States and Europe; and the convergence of Islamic political movements in the Middle East, North Africa and elsewhere.

Matthew S. Gordon

TH 161 The Religious Quest I: Comparative Perspectives (F: 3)

The first semester of “The Religious Quest” will consider a series of key components of religious traditions—e.g., myths, ritual, imagery, saints, the role of community, the ideas of the divine, faith, theology, the place of spiritual disciplines—by a comparative method, according to which each topic will be treated in at least two different religious traditions. The course will draw the Christian tradition, and at least one other regarding each topic. Preliminary attention will be given to the variety of ways in which the terms “religion” and “religions” have been used. Except by special permission of the instructor, the first semester is a prerequisite for the second.

H. John McDargh

TH 162 The Religious Quest II: Special Questions (S: 3)

Prerequisite: TH 161 The Religious Quest I or permission of the instructor.

The Religious Quest II focuses upon particular issues in the comparative study of religions and theologies. Each section will have a distinct approach and content, according to the expertise of the professor: e.g., psychology and religion; feminist issues in religion; sacred texts of different traditions; the development of theology “east and west.” All sections will presuppose the background of the first semester, and all will continue to be explicitly comparative drawing on the Christian and at least one other tradition.

H. John McDargh

TH 185 Catholic Theology of Marriage (F, S: 3)

This course will seek to examine the meaning of marriage in Catholic theology and to investigate the relevance of the theological data for contemporary humanity in view of recent sociological and psychological factors. The nature of human love and special problems of sexual morality will be considered.

Patrick J. Ryan, S.J.

TH 190 Christians at Worship I (F: 3)

The emergence of Christian patterns of worship from their roots in Judaism, through their development in the late Middle Ages. How early and medieval Christians baptized, celebrated the Eucharist, developed ways of praying together, and a calendar of feasts, including attention to the Christian East. Discussion of how cultural and historical situations helped shape the Christian understanding of God, and how that understanding was expressed in worship.

Pamela Jackson

TH 191 Christians at Worship II (S: 3)

Investigation of the forms of worship resulting from the Protestant and Catholic reformations; how older traditions of worship were adapted to

meet the needs of life in the U.S.; how the Liturgical Movement has affected both Catholic and Protestant worship in the last two decades, especially the reformed rites coming from Vatican II. The course will familiarize students with the liturgical books of their worshipping community and consider the role of the laity in worship.

Pamela Jackson

TH 213 Foundations of Catholic Theology I (F: 3)

Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed and/or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II.

Topics to be discussed: Catholicism in Crisis; The Mystery of Existence (What does it all mean? What is life's meaning? Who am I? and the like); The Answer of World Religions; Israel as a Special Answer; Faith, Belief, and Theology; The Bible as God's Word in Human Words; The Life, Death, and Resurrection of Jesus Christ as the Christian Answer; The God of Jesus; Sacraments; Special Questions.

This course is best taken as a two-semester series with TH 214, but this is not an absolute requirement.

Harvey D. Egan, S.J.

TH 214 Foundations of Catholic Theology II (S: 3)

Since Vatican II, how much, and in what specific ways has the understanding of the Catholic faith changed and/or remained the same? The overall Catholic heritage, as well as specific exegetical, dogmatic, historical, systematic, and ecumenical questions will be considered in the light of Vatican II.

Specific topics are: Resurrection, Ascension, Pentecost, Charismatic Phenomena, Death, Purgatory, Hell, Demons, Possession, Superstition, Sin (Original and Personal), Heaven, the Church, Special Ecclesial Questions, Sacraments, Mariology, Ethics, Spirituality, Eschatology, a Synthesis. A brief introduction to the last half of the biblical books.

Foundations of Catholic Theology I is suggested, but not required.

Harvey D. Egan, S.J.

TH 217-218 Catholicism I, II (F: 3-S: 3)

An introductory examination of the foundations of Catholic theology from an historical, doctrinal and ecumenical perspective. The major themes throughout this two-semester course are: God, Scriptural Revelation, Jesus, the Church, Sacraments, and Christian Morality/Spirituality.

Robert Braunreuther, S.J.

Thomas H. Groome

TH 221 Christian Imagination (F: 3)

This is the story of religious imagination, particularly Christian. It's how great works of art come from great religious experiences, at different times, in different places. And those great works are able to keep revealing the religious experiences they embody. And they are able to relate to one another. The course will present religious art that reveals 1) the creation of the world, 2) the fall of humans from grace, 3) the condition of humans apart from the divine, 4) the search for redemption, 5) then visions of restoration. The course will start with the great imaginative system of Ogotemmeli Dogon/Africa, contemporary, then

revert to the Egyptian, the Buddhist, the Hebrew, the Greek and Roman forms of religious imagination. Then the course will take up Christian creativity and show how it wishes to communicate over time the original experience of the death and resurrection of Jesus for the sake of humankind. It does this through the transformation of color, space, shape, motion, sound. There is the art of the catacombs, of the basilica, of the liturgy, of the icon, of chant. Contemporary religious experiences challenges the old art, and the experience that art conveys. Then it creates a new art which, paradoxically, does not cancel the old, but prizes it in an unexpected way. Examples of modern religious art will round out the course material and provide a new sense of how religious imagination works.

Francis P. Sullivan, S.J.

TH 231 Christian Mission (F: 3)

A study of the decimation of the Indies by conquering Spain from 1492 until roughly 1566. And a study of the rise of Christian conscience about it in Spain and in the Indies—the fashioning of Church doctrine (1537), and State policy (1542), about the just treatment of Indian peoples. The guide in this evaluation will be the work of Helen Rand Parish who has rediscovered the role of Bartolomé de Las Casas (1484–1566) in the fashioning of Church conscience and State policy during the conquest itself. The nature of Indian life in the New World will be seen through art slides, and Bartolomé de las Casas' *History of the Indies*, the *Life of Columbus* section—written in 1552. The nature of the Conquest will be seen through Las Casas' *Pro-Indian Tracts*—written in 1542. The rise of conscience will be seen in Bartolomé de las Casas' *The Only Way to Draw All People to a Living Faith*—written in 1534. From it came the Papal doctrine of 1537, and from the *Pro-Indian Tracts* came Spain's New Laws of 1542. The Christian conscience of Las Casas will be seen to also a model for the modern world. The translations of Las Casas' works are by Francis P. Sullivan, S.J.

Francis P. Sullivan, S.J.

TH 272 The Nature, Dignity and Destiny of the Human Person (F, S: 3)

This course deals with the Theological Virtues, especially Faith; and with the Cardinal Virtues, especially Prudence, Justice, Temperance.

Felix Talbot, S.J.

TH 275 On Love and Friendship (S: 3)

Lecture course to study the reality of human and divine friendship from the modern point of view as presented by Rousseau's *Emile* and de Tocqueville; from the ancient philosophical viewpoint as presented in Plato's *Lysis*; and then from the Christian perspective and presented in the New Testament and B. Lonergan's essay, "Finality, Love, Marriage."

Frederick Lawrence

TH 277 God and the Human Quest (S: 3)

This course is an introduction to the philosophy and theology of God. Topics include the question of God, the question of God in human beings, human beings as the image of God, and an introduction to Trinitarian theology. Readings from Aristotle, Augustine, Anselm, Thomas Aquinas, Eric Voegelin, Leo Strauss, and Bernard Lonergan. No prerequisites.

Frederick Lawrence

Core-Ethical and Social Scientific

TH 074 Christian Social Ethics (F: 3)

Basic introduction to Christian social ethics, with special emphasis given to issues of faith, peace, and justice. Both Protestant and Roman Catholic perspectives will be considered. Fundamental theological and moral matters will be considered in the context of particular issues and problems facing society today, such as social justice, war and peace, abortion, race and gender issues.

Stephen Pope

TH 074 Christian Social Ethics (S: 3)

This course provides a basic introduction to Christian social ethics, with a particular emphasis given to issues of faith, justice, and peace. Fundamental theological and ethical questions will be considered in light of special issues facing society today, including social justice, race and gender issues, and war and peace.

Virginia Ryan

TH 088-089 (PL 088-089) Person and Social Responsibility (F: 6-S: 6)

This is a two-semester, twelve-credit course that fulfills all the Core requirements in philosophy and theology. The course requirements include both ongoing involvement in one of the field projects available through the Pulse Program and participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of one or another form of social injustice. The classes will attempt to take a deeper look into these, especially with regard to their origins in the lives of individuals and society. Drawing on the works, both contemporary and traditional, of philosophical and religious figures, the classes will engage students in asking the basic moral questions "What is Justice?" "What is Happiness?" and "What kind of society do we live in?" Pulse only.

The Department

TH 160 (UN 160) The Challenge of Justice (F, S: 3)

Core for those in the Faith, Peace and Justice Program. It is the purpose of this course to lay the groundwork for a basic understanding of the relationship that exists between justice and peace considered within the context of faith. Readings and discussion focusing upon the Catholic, Protestant, Jewish, Islamic and Secular Humanist traditions will lead to a broader and more critical understanding of what is meant by "faith," "justice," and "peace." The methodology of the course is as follows: lectures on the theory surrounding the three concepts; selected readings on the classical, medieval, modern, and contemporary understandings of the three concepts; a practical project to be explored by each student as an attempt to apply the theory to contemporary challenges to the concept of justice. Even though the course is a basic requirement for those who wish to become part of The Program for the Study of Faith, Peace and Justice, it is also open to students who have a serious interest in problems related to the formation of a just society. Those who complete this course will fulfill their Core requirements in either philosophy or theology.

Patrick Byrne

Matthew Mullane

James A. O'Donohoe

TH 206 Relationships: A Way to Know God (S: 3)

The search for intimacy is a major developmental task of young adulthood, indeed of all of life. Intimacy is multi-faceted, and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God but through those whom we see and know? Human relationships have the potential to reveal God's presence in a dynamic and reassuring way. For Christians, Jesus is the manifestation of God in human experience. All life, in turn, is sacramental; therefore, as Christians, we realize that all human encounters contain the possibility of imaging God's relationship to us.

A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God. Among the relationships to be explored will be friendship, love, marriage, parent and child, and communal settings of which we may be part. The course will attempt to address the communal nature of the Christian life and the incarnational character of religious belief and practice.

Readings from theology and psychology and works of fiction will be included. The approach will be integrative of human experience with theoretical materials in the course. Evaluations will be based upon critical thinking, discussing and writing.

Joseph Marchese

TH 252 Identity And Commitment: A Theology for Shaping a Life (F: 3)

This will be a theological attempt to grapple with issues of identity and commitment in response to the upwardly-mobile track so many of our graduates and students aspire to and are influenced by. The continuing formation of identity in early adulthood and the consolidation of this awareness will be explored in deciding to whom and to what I will commit myself. Topics of power, service, sexuality, career, lifestyle, success, intimacy and death, etc. will be considered as fundamental to the field of human vocation. Questions of how we deal with these issues in our lives will be considered as pivotal in forming a mature Christian way of life. The assumption underlying the course is that every Christian has a vocation, although not necessarily ordained or a member of an official religious community of women or men. The vocation arises from a Christian's baptism and the call of the sacrament to be ministers of the gospel—a priestly people. This vocation is more than an occupation or a profession. Commitments will be examined as ways of living out one's vocation. The skills and opportunities for professional life and work life will be seen in light of the "call" in baptism.

Joseph Marchese

TH 280 Conflict Management: Principles and Methods (F: 3)

The course will concentrate on the obstacles to negotiated settlement of communal and international conflicts, the dynamic of distrust, anxiety, scapegoating, apathy and violence as responses to the issues of conflict, and how to bring the participants in a conflict to the point of engaging in negotiation. Techniques of negotiation will be

dealt with as well, but with emphasis on the obstacles that have to be overcome before the parties are prepared to enter negotiations. The principles treated have application to other levels of conflict, besides these communal and international ones, such as family and marital conflict, community relations, and labor-management disputes. This application and the origin of many of the techniques of conflict management in these fields will be treated, but the instructor's experience is primarily with the communal and international conflicts, and this will be reflected in the course.

Raymond G. Helmick, S.J.

TH 284 An Introduction to Catholic Theological Ethics: Part I (F: 3)

It is the purpose of this course to provide the college student with an overview of the elements essential for a basic understanding of Christian morality as it is articulated in the Roman Catholic tradition. Its basic content: the nature of Catholic theological ethics; the moral agent in Catholic theology; the nature and function of moral norms; the role of personal conscience; some reflections on sin and virtue. This course is continued in the spring with TH 294.

James A. O'Donohoe

TH 287 Christian Tradition and Moral Problems I (F: 3)

This is the first half of a two-course sequence. It aims for a basic understanding of Christian theology and ethics, particularly the relation of Scripture, Church teaching, and the philosophy of human nature and morals ("natural law"). Readings will include selections from the Bible, Augustine, Aquinas, Luther, and contemporary authors. The first semester will concentrate on moral problems concerning sexuality, marriage, gender roles and medical ethics. The second semester will move to social ethics (TH 288).

Lisa S. Cabill

TH 288 Christian Tradition and Moral Problems II (S: 3)

Continuation of TH 287 (prerequisite). Study of contemporary social ethics, as grounded in the Christian tradition (Bible, Augustine, Aquinas, Luther, Calvin). Possible topics: war and peace, economic ethics, liberation ethics, interracial and intercultural ethics.

Lisa S. Cabill

TH 294 An Introduction to Catholic Theological Ethics: Part II (S: 3)

Prerequisite: TH 284 or the equivalent.

In light of the material covered in TH 284, Part I, a variety of relevant moral issues will be explored: sexual ethics, health care ethics, war, capital punishment, issues of justice and right, abortion, contraception, etc.

James A. O'Donohoe

TH 295 Christian Ethics for Health Care Professionals (F, S: 3)

This course is designed in a special way for those interested in pursuing careers in the field of health care. It is introductory in nature, and will attempt to present ethical theory as it has been developed within the context of the Judaeo-Christian tradition. It is also practical in nature. Ethical theory will be complemented by the case studies of some of the basic problems which contemporary society occasions for health care professionals. Those who complete the requirements of this course will satisfy one of their Core requirements in theology. Preference is given to Nursing and Pre-Med

students; the course is open to other students (on a space-available basis) by permission of instructor only.

Raymond Devettere
James A. O'Donohoe

TH 298 Law, Medicine and Ethics (S: 3)

This course is offered for pre-med, pre-law, pre-dental, and other allied health profession students and is designed for sophomores, juniors, and seniors.

A study of the legal and moral aspects of selected issues in medicine: informed consent, sterilization, organ donation, compulsory medication, allocation of scarce resources, death and dying, national health insurance options, etc. The subject matter will be taken primarily from actual court opinions. The analysis will draw on medical, theological, and ethical materials. *Enrollment is limited to 30 students.*

John J. Paris, S.J.

Core-Historical**TH 116 Evangelism in the Early Church (F: 3)**

The mission of the church in antiquity, i.e., the rise and diffusion of Christianity in the Roman empire to A.D. 500. The evangelization of the Roman empire, one of the turning points of history, is a subject of permanent and universal interest. We are transported to an ancient battlefield, but the cause is our own. The confrontation between Christianity and paganism was a vital one, touching the origin, essence, authority, and power of the gospel. This subject will be investigated on a theological and historical plane.

Margaret A. Schatkin

TH 164 Religion and Culture: The American Experience (F, S: 3)

This course will begin with an attempt to define religion as a form of human behavior, and then trace the varieties of such behavior in the histories of the major religious denominations of the United States as well as in an American civil religion.

Thomas Wangler

Level One-Historical**TH 333 A History of the Jesuits (S: 3)**

A close scrutiny of the thought and activities of the most controversial order in the Catholic Church from its founding by Ignatius of Loyola until the suppression of 1773 and the restoration leading to contemporary times.

John Willis, S.J.

Level One-Ethical and Social Scientific**TH 302 Introduction to Feminist Ethics I (F: 3)**

Prerequisite: One course in Women's Studies or equivalent.

The course constitutes an introduction to the themes studied in Feminist Ethics I and II. It examines the interconnected atrocities perpetrated against women and nature in patriarchal society and analyzes ethical problems confronting women under the prevailing conditions of oppression.

Mary Daly

TH 304 Introduction to Feminist Ethics II (S: 3)

Prerequisite: One course in Women's Studies or equivalent.

This course offers further material in the area of Introduction to Feminist Ethics. We will consider fundamental problems arising from the prevailing patriarchal myths and symbols, and the consequent reduction of women and nature to the

status of objects. May be taken separately from TH 302. *Mary Daly*

TH 318 Religion and Politics (S: 3)

An exploration of the role of religion and the churches in American public life. Historical, legal, ethical, and theological dimensions of the relationship will be treated, in order to clarify contemporary debates. Attention will be given the controversies of recent political events and the role of religion in them. *David Hollenbach, S.J.*

TH 323 Northern Ireland Conflict (F: 3)

The course will study the psychological dynamic of the communal conflict, its economic, social and political bases in history and in contemporary consciousness. Topics will include the security problems, political options, legal systems, prospects of economic recovery, communal perceptions within Northern Ireland, governmental and public opinion perceptions in Britain and in the Republic of Ireland. Comparison will be made with other conflicts. *Raymond G. Helmick, S.J.*

TH 325 Lebanon: Focal Point of a Crisis (S: 3)

This course examines the still-unfolding conflict in Lebanon, the balance of confessional and social forces, the breakdowns of 1958, 1975-76, and the continuing crisis since. Distinction will be made between such conflict factors as are internal to Lebanon and those that are imposed by external forces; what is reality and what is paranoia. The Lebanese conflict will be located within the broader crisis of the Middle East. The strengths and weaknesses of the traditional Lebanese pluralism will be discussed, and elements sought which can produce healing in Lebanon and service to the region.

Raymond G. Helmick, S.J.

TH 327 (PL 259) (SC 250) Perspectives on War, Aggression, and Conflict Resolution I (F: 3)

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance. *Rein A. Uritam*

TH 328 (PL 269) (SC 251) Perspectives on War, Aggression, and Conflict Resolution II (S: 3)

An interdisciplinary course that is concerned primarily with alternatives and solutions to the problem of war, including those advanced in the past and present, but also ones that may be required to meet the needs of the changing world of the future. *Rein A. Uritam*

TH 339 Living Justly in American Society (S: 3)

A course designed for students in the Faith, Peace, and Justice Program, but open to all. Limited to 25 students.

For the past century, America has been at the forefront of global change: technological, economic, political, and cultural. At the same time, our own society has been revolutionized: from women's suffrage to the civil rights movement; from the horse-drawn carriage to rocket propulsion; from the pony express to FAX; from natural to synthetic products. Our technological and economic power has been a blessing and a curse. At the same time we have fought back many contagious diseases, we have created new diseases or

exacerbated others by environmental pollution. Countless innovations have stressed the capacity of our traditions to give order to our lives. In other cases, the traditions themselves have been called into question. What it means to live justly is a question often lost in confusion or is seemingly too difficult to answer.

In principle, living justly entails being virtuous and doing right. But when change is so rapid and extensive, virtues, rules, and the need to decide may seem to be at odds. This course will explore the issues that stress our traditional values, entertain options available to our society and to us as individuals and then ask, "how and in what ways does Christian faith shed light on what it means to be virtuous and what constitutes right action?" *James Rurak*

TH 405 Ecological and Christian Ethics (F: 3)

Long before the ecological crisis, Ludwig Feuerbach declared that "Nature, the world, has no value, no interest for Christians. The Christian thinks of himself and the salvation of his soul." Recently, historian Lynn White charged that the Christian tendency to separate nature and history is at the roots of the rape of nature. Is Christianity concerned only with personal and/or political redemption? Are the ethics of caring for the earth antithetical to Christian ethics? Or, are Christians impelled to respond to and conceive of a redemptive love meant not only for humans but all creation? This course raises these questions by historical study of the ecological crisis and by comparing secular and Christian interpretations of it and responses to it. *James Rurak*

TH 406 Theology of Peace (S: 3)

Despite the cold comfort of a Cold War lost or won, the nuclear age continues to harbor the possibility (or even probability) of futurelessness and raises serious questions about humanity, and about our relationship to God. Is it possible to believe in the loving presence and security of God in the face of the deep pathology of the arms race and the proliferation of atomic, biological and chemical weapons? In our age of modern warfare, can we meaningfully talk about a compassionate God in the midst of so much carnage and suffering and within earshot of the victims themselves? The purpose of the course is to focus on such questions as we examine the Christian tradition's response to war and peace. The American Catholic Bishops challenge us "to develop a theology of peace." In response to that challenge, we will attempt to articulate what it means to be a person (or community) of faith within our nuclear cultural framework. The poet says peacemaking is hard—hard almost as war, and it is the conviction of this course that peacemaking is much harder if we go about that task in ignorance of the resources of the Christian religious and theological tradition. *Matthew Mullan*

TH 410 (UN 500) Copstone: One Life, Many Lives (F, S: 3)

See course listing under UN 500. *James Weiss*

TH 411 (UN 501) Copstone: Patterns of Development and Narratives of Faith (F: 3)

See course listing under UN 501.

H. John McDargh

TH 412 (UN 507) Copstone: Personal Commitment: The Key to Maturity (S: 3)

See course listing under UN 507.

James A. O'Donohoe

TH 413 (UN 511) Copstone: Lives in Progress (F, S: 3)

See course listing under UN 511.

Joseph Marchese

UN 590 Faith, Peace and Justice Senior Project Seminar (S: 3)

Prerequisite: Permission of the Director of the Program for the Study of Faith, Peace and Justice.

This course provides the "finishing touch" for students in the program for the Study of Faith, Peace and Justice.

Students enrolled in the seminar work closely with a faculty project advisor from the department of their major, and present preliminary results of their project study in the seminar. Student and faculty responses to the presentation will help shape the presenter's project into a finalized form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

Stephen Pope

James Rurak

Level Two—Majors (and Other Advanced Students)

TH 330 Majors' Seminar (F: 3)

The Majors' Seminar is designed to help majors synthesize their coursework, identifying key themes, questions and areas in need of further study. This course is offered each fall, and may be taken by senior or junior majors; it is recommended that sufficiently-advanced students take the seminar in junior year. *Majors only.*

Stephen Pope

Level Three—Biblical

TH 350 Gospel of Matthew (F: 3)

A detailed study of Matthew as a literary and theological work with special attention to its setting in first century Judaism and Christianity and its relationship to the other gospels. Matthew's implications for Christian thought and behavior will be stressed. An introductory course in Biblical studies is presumed. *Anthony J. Saldarini*

TH 356 The Book of Psalms (F: 3)

This course deals with the Psalms and their meaning for today. In the process, samples of psalms from the various categories will be analyzed in terms of structure and theology. Literary qualities will also be considered. *Philip J. King*

TH 357 Pauline Tradition (F: 3)

An introduction to Paul's letters, this course surveys the major theological themes in the letters and the socio-religious setting of the Pauline churches. The second half of the semester is devoted to a close reading of 1 Corinthians with emphasis upon historical studies of ancient Corinth, rhetorical analysis of the text and the social dynamics of an early Christian community. *Pheme Perkins*

TH 359 Gospel of Mark (S: 3)

This course provides an exegesis of the Gospel of Mark for students needing an introduction to

modern biblical interpretation. Study of the literary composition of Mark will be combined with discussion of religious issues raised in the gospel narrative such as the picture of Jesus as powerful healer and suffering Son of God, discipleship as service, and Jesus' challenge to established tradition.

PHEME PERKINS

TH 378 Jesus in Story and History (F: 3)

A literary and historical study of Jesus of Nazareth. An extensive literary-critical analysis of the diverse portrayals of Jesus in the canonical Gospels will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus behind literary/theological accounts.

John A. Darr

Level Three—Comparative and Systematic or Doctrinal

TH 392 Christian Initiation: Baptism (F: 3)

The evolution of the ritual structure of Christian initiation including conversion, catechumenate, and the rites of baptism/confirmation, from New Testament evidence to contemporary practice. Analysis of the ritual structure of the RCIA and its theological ramifications.

Pamela Jackson

TH 393 Christian Initiation: Eucharist (S: 3)

The emergence of Eucharistic patterns of worship from early Christian liturgies to the reforms of Vatican II. Structural analysis of, for example, Jewish meal prayers, New Testament evidence, *Didache*, *Apostolic Tradition*, *Apostolic Constitutions* and other fourth-century sources, the *Liturgy of St. John Chrysostom*, Roman sacramentaries and ordines, the reformed Eucharistic rites of Protestant and Catholic Reformations and Vatican II. The analysis will be based on primary source materials in translation.

Pamela Jackson

TH 445 Faith and Reason in the Middle Ages (F: 3)

This seminar studies the relationship between faith and reason in the medieval context as defined by the work of St. Thomas Aquinas. First a systematic overview of how he understands the relationship of faith and reason will be presented. This systematic presentation will then be illustrated in reading his commentary on the Gospel of St. John. Finally, the debates concerning divine eternity and the eternity of the world will provide a context for understanding how the synthesis of faith and reason in Aquinas began to dissolve, setting the stage for subsequent developments and eventually the conflicts between reason and faith.

Matthew L. Lamb

TH 498 Theology of Christian Mysticism (S: 3)

This course focuses upon the essence of Christian mysticism as a way of life involving the person's purification by, illumination by, and eventual union with the God of love by examining Old Testament and New Testament mysticism as well as the mysticism and/or mystical theology of 55 figures in the Christian tradition from Origen to Karl Rahner.

Harvey D. Egan, S.J.

TH 503 On the Incarnation (S: 3)

This course aims at a systematic understanding of the person of Christ—who he was and is—in light of doctrinal development and contemporary exigencies. It will raise the question of the Incarnation in light of soteriology, and thus to some extent presupposes TH 511, "On the Redemption," but may be taken separately. Previous work

in New Testament is expected, and courses on any of the following will be helpful: the Trinity, grace, Christology, political theology.

Charles C. Heffling, Jr.

TH 510 On the Trinity (S: 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J.N.D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*; K. Rahner, *The Trinity*.

Frederick Lawrence

TH 511 On the Redemption (F: 3)

This course aims at a systematic understanding of redemption—a soteriology—in light of doctrinal development and contemporary exigencies. It concentrates on the interrelation of the work and the person of Christ and thus complements TH 503, "On the Incarnation," but may be taken separately. Previous courses on any of the following will be helpful; the Trinity, grace, Christology, political theology.

Charles C. Heffling, Jr.

TH 516 Fundamental Theology (S: 3)

The foundations and principles of the theological sciences: Revelation, God, the world, man and woman. Scripture (the canon, inspiration and inerrancy, biblical hermeneutics) and its relationship to tradition. Belief. Authority. Church.

The course will include or allow for the study of such issues as: the crisis in the language of faith; the "God is Dead" theology; secularization theology; the historical Jesus problem; theology and method; the academic, historical and cultural presuppositions and conditions of theology; the Bible and theology; the Bible and ethics, historicity, historical consciousness and theology; doctrinal development; theology and the world; theology and the social sciences; theology, the theologian and the Church; the nature of religious authority; the problems of belief in the modern world, etc.

Robert J. Daly, S.J.

TH 525 Medieval Theology I (F: 3)

A study of the Biblical, patristic, and philosophical sources of medieval theology and an examination of the argumentation in medieval sources for the development of theology as a university discipline.

Stephen F. Brown

TH 542 Buddhist Systems of Meditation and Philosophy (F:3)

An exploration of the synergistic relationship between meditational practices and philosophical theories in several distinct Buddhist traditions of India, Tibet and China (e.g., Theravada, Madhyamika, Tibetan dGe lugs and bKa' rgyud, Chinese Ch'an, and Pure Land), based on readings of primary sources in translation. No background in Buddhist studies required. Students will be encouraged to raise comparative issues, particularly concerning the relationship between Christian doctrines and contemplative practices.

John Makransky

TH 543 Evaluation and Interpretation of Documents of the Magisterium (F: 3)

It is a distinctive aspect of Catholic theology that it attributes an authoritative role to the teaching of the *Magisterium*. This course will treat the prin-

ciples to be applied in evaluating and interpreting the documents issued by the various organs of the *Magisterium*.

Francis A. Sullivan, S.J.

TH 544 The Development of Christian Thought an Salvation Outside the Church (S: 3)

This course will treat the history of Christian thought about salvation "outside the church" with a view to understanding the factors that have influenced the development from the negative pronouncements of earlier ages to the optimism characteristic of modern Catholic thought on this issue.

Francis A. Sullivan, S.J.

TH 545 The Spiritual Disciplines of Buddhists in Asia (S:3)

A study of several spiritual disciplines through which Buddhists in Asia have sought salvific wisdom, compassion and inspiration, with particular emphasis on Mahayana traditions: e.g., ethical disciplines, meditations on compassion, devotional practices, rituals, pilgrimage, soteriological experiences and processes. No background in Buddhist studies required. Students will be encouraged to raise comparative issues, particularly concerning the spiritual disciplines of Christianity.

John Makransky

Level Three—Ethical and Social Scientific

TH 408 Christian Ethics and History (S: 3)

This course provides an analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life and thought. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

TH 540 Life of a Mystic: St. Ignatius (F: 3)

This course presents a series of lectures on the life and personality of St. Ignatius of Loyola, mystic and founder of the Jesuits, as a basis for considering the relationship between his intense spirituality and mystical experiences and psychodynamic factors. Lectures will be followed by discussion. Objective is to consider aspects of the psychology of mystical experience in the life context of a great mystic.

William W. Meissner, S.J.

TH 541 Cultic Process and the Origin of Christianity (S: 3)

This course deals with the nature of the cultic process and its role in understanding the emergence and early development of Christianity. Historical and cultural aspects are treated in relation to psychological factors and dynamics. Lectures accompanied by readings and discussion.

William W. Meissner, S.J.

TH 553 Feminist Ethics I (F: 3)

Prerequisite: One course in Women's Studies or equivalent.

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, war. Special attention will be given to the problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. The course will explore the problem of redefining "power" and "politics" through the process of living "on the boundary" of patriarchal institutions.

Mary Daly

TH 554 Feminist Ethics II (S: 3)

Prerequisite: One course in Women's Studies or equivalent.

The course will reflect upon and be part of the process of transvaluating values in the women's consciousness and action. We will explore the problem of breaking old habits ("virtues" and "vices") instilled through patriarchal teachings and practices. We will consider specific manifestations of sexual politics in religion, language, education, the media, medicine, and law. May be taken separately from TH 553. *Mary Daly*

TH 561 Christian Ethics and Social Issues (S: 3)

Methods and sources for Christian ethical analysis, decision making, and policy formation in the areas of religious liberty, economic justice, human rights, and war and peace; the role of Christians and the ministry of the church in the political sphere. *David Hollenbach, S.J.*

TH 565 Mythical Patterns of Patriarchy I (F: 3)

Prerequisite: One course in Women's Studies or equivalent.

Analysis of patriarchal religious myths and symbols which overtly and subliminally affect belief and behavior in society. We will consider the social constructions of reality that are engendered and legitimized by such myths and symbols. The course will include an analysis of secular incarnations of patriarchal religious myth, especially in the professions and in the manifestations of phallotechnology. *Mary Daly*

TH 566 Mythical Patterns of Patriarchy II (S: 3)

Prerequisite: One course in Women's Studies or equivalent.

A study of mythic Goddess-murder (e.g., the Babylonian creation myth) and societal reenactments of such myths in the ritual atrocities in modern technocracy as well as in pretechnological societies. We will focus on the mythic and theo-

logical archetypes and other "sacred canopies" of legitimation which have justified such atrocities as Indian suttee, Chinese footbinding, African initiation rites, European witchburning, abuses in modern medicine, animal experimentation, and the rape of the planet through nuclear and chemical contamination. May be taken separately from TH 565. *Mary Daly*

TH 567 Christian Perspectives on Bioethics (S: 3)

The relation between Christian theology and moral analysis will be investigated via biomedical dilemmas. Possible topics include abortion, euthanasia, definitions of death, seriously abnormal newborns, genetic counseling, reproductive technologies, distribution of health care resources. Books by major Christian theologians will be selected, e.g., Richard McCormick, Paul Ramsey, and Daniel Callahan (philosopher). *Lisa Cabill*

TH 580 Natural Law (F: 3)

An analysis of the origin and various forms of the Christian natural law doctrine. Emphasis on early Christian and medieval authors. Natural law and history. The contemporary critique of natural law. This course is also of interest to students in Political Science. *Ernest L. Fortin, A.A.*

TH 589 Rebirth of Utopia (F: 3)

Prerequisites: One course each in Theology, Philosophy, and Political Science.

Analysis of the imaginary aspects of utopian texts and integration of the imaginary with social criticism. Two utopian texts in each of the constitutive dimensions of society (family, education/culture, economics, politics) describe fundamental social options. The relationship between the imagination, and the options it uncovers, becomes a platform on which to discuss the relation of theology to ethics, and of theory to practice. *James Rurak*

Level Three—Historical**TH 425 (CL 323) Seminar in Greek Patrology (F: 3)**

Prerequisite: Greek

A critical and philological examination, in the original, of a genre, author, problem, or period in the history of Greek patristic literature. This semester will be devoted to the study of John Chrysostom. *Margaret A. Schatkin*

TH 442 Religion in the United States (F: 3)

An historical survey of the religious, theological and institutional developments of the major Christian and Jewish and civil religious traditions in the United States. *Thomas Waugler*

TH 443 Faith of American Catholics (S: 3)

This course will treat the various ways in which Catholics have believed the Catholic faith in the United States, by examining catechisms, hymnals, liturgical and devotional literature, church architecture and decoration, and so on. A major interest of the course will be the ways in which Catholics dealt with symbols of the nation and civil religion. *Thomas Waugler*

TH 444 (HS 401) Refarmation (S: 3)

See course description under HS 401.

Virginia Reinburg

UNIVERSITY COURSES

UNIVERSITY CAPSTONE COURSES

For a full description of the interdisciplinary Capstone Program, designed for seniors and second-semester juniors in all schools, refer to the "University" section at the front of this Catalog. Below are descriptions of the Capstone courses offered in 1992-93.

All Capstone courses may be taken as electives. Capstone seminars which are cross-listed in a specific department may also be taken for major credit in that department.

UN 500 (TH 410) One Life, Many Lives (F, S: 3)

We often feel that we are living separate lives in our work, our relationships, our leisure, and our spiritual growth. But we are repeatedly challenged to make one life from our many lives: to integrate our vision, to decide what is most important. We always arrive at the question: how do my "lives" fit together as one life? Do my activities reflect my deepest needs and values?

In this course, we shall read biography and autobiography to observe the process of finding the

central meaning of a life, because the writer of biography must assess the lifelong process of forming, keeping, or breaking significant commitments. We shall read a novel and articles dealing with conflicts of career and relationships. We shall also keep a personal journal to learn the process of reflection, growth, and integration. *James Weiss*

UN 501 (TH 411) Patterns of Development and Narratives of Faith (F: 3)

Our lives take shape and meaning from the stories which we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film. *John McDargh*

UN 502 (PL 434) Ethics in the Professions (F: 3)

The study of ethics is indispensable because moral dilemmas are so ubiquitous. Moreover, the manner in which each of us chooses to deal with such issues in our lives determines our collective character as a society. This course will help students deal with the different types of dilemmas which they will soon encounter in their professional careers and personal lives. For example, are lying or deception ever justified? What are the limits of confidentiality and secrecy? What constitutes an invasion of privacy? Is preferential hiring morally acceptable? We will consider these and other controversial issues as they arise in personal life and in professions such as law, journalism, medicine, and business. Several videos from the PBS series "Ethics in America" will be the basis for class discussion. *Richard Spinello*

UN 503 (PL 273) Private Life, Public Life (F: 3)

We shall explore the ways you can draw upon the resources of your previous studies in order to make sense of and enrich the challenges awaiting

you in your future private life and public life. In particular, we shall look at the ways in which literature, history, social science, philosophy, and theology can deepen your personal relationships, your work life, your role as a citizen of a nation and a world, and your spiritual life.

Patrick Byrne

UN 504 Building a Future: Cultural Attitudes, Place, and Gender (S: 3)

Discussions will be based on biographical material dealing with the lives and careers of modern scientists, both real and fictional, as viewed by themselves or their biographers, and by their spouses, women/men friends, or women/men colleagues. Emphasis will be on how their adult lives were constructed, what factors influenced their choices, what motivated them, what role colleagues and relatives of the opposite gender played. How did it all work out in the end?

George Goldsmith

UN 505 Life and Career Planning (F: 3)

This course provides an overview of life and career planning in the context of 1) career, 2) personal relationships, 3) spirituality, and 4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives in order to look for themes related to possible careers and relationship issues. Additionally, readings, cases and exercises will amplify those personal themes and common issues in life at the turn of the 21st century. The integration of spirituality and ethical decision making into one's life will be addressed by Bible readings, readings on ethical perspectives and reflection. The aim is for students completing the course to have a more fulfilling life, and to acknowledge the balance and trade-offs needed in an increasingly complex, fast-paced world.

James Bowditch

Robert Capalbo

UN 506 (EN 622) Planning for Success and Failure (S: 3)

"Where do we come from? What are we? Where are we going?" (Gauguin) This course is a concluding meditation on the fundamental questions facing students about to graduate. Such questions, about family and career, spiritual journey and citizenship, will be explored in works of literature. Emphasis will be on journal keeping as a lifelong skill, formulating life problems, structuring insights, preparing for success and failure. Students will be asked to select the most significant texts read in their college career. Other works will be chosen from a family novel (*Father and Son*), and family therapy text (*The Family Crucible*), a spiritual journal (*An Interrupted Life*), and spiritual saga (Dostoevsky), a novel about marriage and career (*Middlemarch* or *Robert Elsmere*) and about the land (*My Antonia*).

Dennis Taylor

UN 507 (TH 412) Personal Commitment: The Key to Maturity

Not offered 1992-93

James O'Donohue

UN 508 (PL 271) Holistic Life in East and West (F: 3)

This course focuses on an integral approach to studying human life: self, relationship, family life, work, social responsibility, as well as spirituality. The course is also a comparative study of East-

ern and Western philosophy, or different ways of life, with special emphasis on Taoism.

Because of its unique nature, this course makes use of various methods involving students' active participation. In addition to lectures, we will extensively use discussions, journals, and meditations (or "quiet-sitting"). Students are encouraged to make both a reflective synthesis of the central themes of this course, and a personal synthesis of various aspects of their lives. In so doing, it is hoped that we can together explore and achieve some degree of knowledge, wisdom, patience, and above all tranquility!

Frank Soo

UN 509 Leading a Semi-Intelligent Life

Not offered 1992-93

John Neuhauser

UN 510 (CO 470) Conflict and Decision (F: 3)

This course focuses on inevitable questions underlying undergraduate study as well as critical decision-making throughout our lives. As conflicts result from varying priorities within a society, people make critical decisions about justice, freedom, social responsibility and spiritual activities. As they interact with others, seeking meaning and attempting to persuade others of their values, individuals use "persuasive definitions" continually reshaped and reinterpreted, formed by language and imagery. This course underscores communication as a dynamic reflection of our most cherished values and hopes. It invites students to review their education in order to reflect on the lifelong task of integrating their commitments to work, relationships, citizenship, and spiritual development. This Capstone course features the shared viewing of several contemporary films relevant to course topics.

Ann M. Barry

UN 511 (TH 413) Lives in Progress (S: 3)

Graduation is a pivotal transition. It results in an upheaval requiring assessment and re-ordering of the past in order to create a future grounded in that past but not bounded by it. We shall study our lives up to now as a window to the future, a future envisioned not only in our own personal history but also in biographies, autobiographies, and fictional accounts of men and women searching for the good life. Thus, the underlying assumption of this course is that the emotional, physical, intellectual, and religious challenges of college have not only enthralled us for the moment but seeded us for a glorious life that continues.

Joseph Marchese

UN 512 (BK 303) (EN 632) The Work of Knowing in African-American Life and Art (F: 3)

"I wonder if the world is anchored anywhere?"

(Melville)

"The Way is dying. So what is the Way?" (Olson)

After graduation, one learns—all of a sudden—that what looked like a smooth path to a happy and successful life is often filled with undreamed of obstacles and complications. Especially in the areas of work, play, love, spirituality and political commitment, we find ourselves forced to evaluate a vast muddle of choices and decisions, behind which lurk danger, opportunity, and serious conflict between what we owe to ourselves, and what we owe to others, who are our families, our lovers, our nation, our race. Accordingly, this is a course about establishing a "centre", a foundation of seaworthy strategies and convictions, which have the power to help us to live honorably, mean-

ingfully and deliberately. The major texts will be the lives of black role models and a daily journal of your own. The course also requires an interview with a family member or a public figure, a trip to a lecture, a movie or a play, and the reading of novels, autobiographies, and biographies of black people who have faced our problem.

Henry Blackwell

UN 513 (EN 627) Ways of Knowing (S: 3)

This course will ask what we already know—about ourselves and the times in which we have lived, about the world of ideas, and about the environments we create and inhabit. It will also ask how we know, how our perspectives as members of families and communities, as men and women, as students and workers, and as consumers of culture influence the intellectual and personal choices we make. We will draw primarily on literary and historical texts, but also on architecture, music, and film, to work toward a consciousness about the decisions we have made and the choices available to us in the cultures in which we live.

Carol Hurd Green

UN 514 Personal Growth, Cosmic Destiny

This course draws parallels between scientific theory of evolution and models of personal development. We shall study a significant attempt by Teilhard de Chardin to relate our own struggle for fullness of life to the unfolding of all life.

James Skehan, S.J.

OTHER UNIVERSITY COURSES

Other University courses are interdisciplinary courses which may be offered by various departments. For the academic year 1992-93, these "UN" courses may be found under the English, Philosophy, and Theology departments in the Arts and Sciences section, and in the School of Education listings in this Catalog.

SCHOOL OF EDUCATION

The School of Education was founded in 1952 as the first co-educational undergraduate college on the Chestnut Hill campus. It is one of four undergraduate schools at Boston College and is devoted to the general intellectual and spiritual goals of the university. Its specific purpose, to be achieved in a manner consonant with the broader university goals, is to prepare young men and women for the education and human service professions. Programs are designed to ensure that the students receive a general education, professional preparation and a specialized education in their major fields. Faithful to the traditions of Jesuit education, the School of Education is committed to an educational ideal wherein its students shall first become broadly educated persons and then be competently informed and skilled in the knowledge and techniques of the teaching and human service professions. The goal is to produce highly educated persons who have superior professional preparation.

The School of Education is comprised of two departments: the Department of Counseling, Developmental Psychology and Research Methods (Mary Brabeck, Ph.D., Chair), and the Department of Curriculum, Administration and Special Education (John Savage, Ed.D., Chair). Students may choose to major in Early Childhood Education, Elementary Education, Secondary School Education, Special Education, or Human Development. Within the Special Education program students may be certified as either Moderate Special Needs or Intense Special Needs Teachers.

The Secondary School Program is taken in conjunction with a major in the College of Arts and Sciences. Currently, the student may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, or Theology. All programs, except Theology, lead to Massachusetts teacher certification.

A major in Human Development prepares students for graduate study in counseling, educational psychology, and related fields. Students in this program have obtained employment in various psychological, educational, human service and business settings. The ten-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. It is specifically designed for students who wish to work in non-school settings.

Many of the programs in the School of Education are designed to prepare students to meet state requirements for teacher certification. Since many states, including Massachusetts, are in the process of revising their certification regulations, all programs offered by the School of Education

may be subject to revision depending upon requirements of state education certification agencies. Changes in Massachusetts certification regulations will be effective October 1, 1994.

The School of Education also has many distinct graduate programs; these are described in the Graduate Catalog of Boston College. Students may elect graduate courses in the areas of: Developmental and Educational Psychology; Educational Research; Counseling Psychology; Special Education; and Curriculum, Instruction, and Administration. In some areas of study, a student may complete a Master's degree in an academic year and a summer.

In addition, there are a number of Fifth Year programs available for academically superior students through which the bachelor's and the master's degree can be earned in 5 years. Please refer to the section following the descriptions of majors in the School of Education for more information about these programs.

THE PREPARATION OF EDUCATORS WITH HANDICAPPING CONDITIONS

It is the goal of the School of Education to successfully prepare for both receipt of a degree and state certification any qualified individual who strives to meet these objectives regardless of handicapping conditions. The University accepts the affirmative duty to assure the accessibility of its physical plant and academic programs. After an evaluation of a student's capacity to perform essential teaching functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a handicapping condition to complete the

program successfully and obtain certification so long as such accommodation does not result in the student's failure to meet the required knowledge, skills and competencies required for both graduation and certification.

ACADEMIC REGULATIONS

All students entering the School of Education are to follow a program of study in selected education majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in one subject discipline, is also required of students in the School of Education who are in certification programs. Students in the Human Development program are not required to have a second major, but are required to complete a minor of at least four courses in one subject discipline. All programs lead to the degree of Bachelor of Arts.

Requirements for the Degree

1.1 The bachelor's degree requires the completion, with satisfactory cumulative average (at least 1.667), of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. However, students pursuing certification programs must complete requirements with a cumulative average of at least 2.5.

1.2 Within the 38 courses required for graduation, the following 12 courses, comprising the Core curriculum, are required of all students.

- 2 courses in European History
- 2 courses in Philosophy
- 2 courses in Theology
- 1 course in Natural Science
- 1 course in Mathematics
- 2 courses in Social Sciences (including Sociology, Political Science, Economics, Psychology, or Education)
- 2 courses in English

Students are advised to select Core courses very carefully, making sure they satisfy the Core requirement in each department in Arts and Sciences. Identification of Core courses can be determined by contacting the appropriate department head in Arts and Sciences and by reference to each semester's *Schedule of Courses*. Students are encouraged to complete Core courses in the freshman and sophomore years.

1.3 A second major, either interdisciplinary or in an Arts and Sciences subject discipline, is currently required of all students in certification programs. This major should be in an area which complements the student's program in the School of Education. These majors must have the approval of the student's Program Coordinator. Students in certification programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major, but are required to complete a minor of at least four courses in one subject discipline.

1.4 A major program of studies within the School of Education must be declared by all students and approved by the Office of the Assistant Dean of the School of Education before the end of the sophomore year. Basic skills will be assessed before students are accepted to specific teacher preparation programs.

1.5 All students in the School of Education must be formally confirmed for specific programs in the School of Education. Students enrolled in the School of Education must complete and submit a program confirmation form to the appropriate Program Coordinator before the end of the sophomore year. Early program confirmation is encouraged.

1.6 The remaining courses required for graduation include additional major courses, minor courses, and electives. The major will be determined in conjunction with the student's advisor.

Normal Program

2.1 *Program Distribution:* The normal course load for freshmen, sophomores, and juniors is five courses each semester; for seniors, four courses. A freshman or sophomore who wishes to take only four courses may do so but must have the approval of the Office of the Assistant Dean. A sixth course may be taken by students whose average is at least 2.9. A student whose average is between 2.0 and 2.9 must obtain approval for a sixth course from the Office of the Assistant Dean, and, as with all courses, from the department involved. Average is here taken to mean the student's most recent semester average or cumulative average, whichever is higher.

2.2 Students are required to pass the Professional Development Seminar for Freshmen during the first semester of the freshman year.

2.3 During the first two years students are required to enroll each year in a minimum of six credits in Education, unless otherwise approved by the Office of the Assistant Dean.

2.4 No more than eleven courses may be taken for credit in one year without special permission of the Office of the Assistant Dean.

2.5 Full-time status for a student in any class requires enrollment in at least four courses in each semester.

2.6 Tuition shall apply each semester as published, even if the student carries the minimum full-time load or less.

2.7 *Acceleration:* Acceleration of degree programs is possible in exceptional circumstances, provided the Assistant Dean's approval is obtained at least two full semesters before early graduation and University policies governing acceleration are followed.

2.8 The only courses which a student, after admission to Boston College, may apply toward a School of Education degree (whether for Core, major, or total-course requirements) will be those taken at Boston College in a regular course of study during the academic year. The Office of the Assistant Dean is authorized to grant exceptions to the provisions of this regulation for the following situations:

- official cross registration programs
- the Junior Year Abroad Program

- official college exchange programs
- special study programs authorized by the Office of the Assistant Dean
- removal of deficiencies incurred by failure, withdrawal from a course, or course underload
- subject to certain restrictions, courses in the Evening College of Arts and Sciences and Business Administration as approved by the Office of the Assistant Dean of Education prior to enrollment in the course.

Any of the above exceptions granted must be based on prior written approval from the Office of the Assistant Dean.

Transfer into the School of Education

3.1 The School of Education expects that students transferring into it from other schools of Boston College will have a record free of academic deficiencies and a cumulative average of at least 2.5 and will complete at least four semesters of full-time study in Education after the transfer.

3.2 For students who have transferred from a college or university other than Boston College, courses which have been granted transfer credit and which are similar to the offerings of Boston College will count toward degree requirements.

3.3 Students transferring into the School of Education must meet with the appropriate Program Coordinator and have their programs of study confirmed as soon as possible after admission to the School of Education, but prior to the beginning of classes.

3.4 Official transfer applications must be submitted to the Assistant Dean for Students before November 30 for spring semester admissions and before April 15 for fall semester admissions.

Pass/Fail Electives

4.1 In sophomore, junior, or senior year a student may, with the approval of the department offering the course, take an elective course on a pass/fail basis. No more than one pass/fail course may be taken in any semester. The course(s) must be in a department other than the one(s) in which the student is majoring; pass/fail evaluations may not be sought in Core or major courses. A student must indicate his or her desire to take a course on a pass/fail basis at registration time in the Office of the Assistant Dean.

4.2 No more than three courses for which the final grade is "pass" will be counted toward a degree.

Fulfillment of Requirements by Equivalencies

5.1 In the following circumstances, departments may rule that specific degree requirements may be met by equivalencies for certain courses.

5.2 A student, anytime before senior year, may be relieved of a Core requirement without receiving credit by demonstrating, by means of an equivalency examination, to the chairperson of a department that administers courses satisfying the Core requirement, that he or she has mastered the content of such a course.

5.3 In certain departments there are courses in which continuation in the second semester is intrinsically dependent upon mastering the content of the first semester. A student who fails or withdraws from the first semester of such a course,

may, with the approval of the Office of the Assistant Dean, be allowed to continue in the course and gain credit and the grade of D- for the first semester by passing the second semester satisfactorily (with a C+ or better, if graded). This regulation may be applied also to Pass/Fail electives involving a two-semester offering provided both semesters are taken Pass/Fail. The grade of Pass, rather than D- will be awarded for the first semester in such cases. A list of departments and courses where these regulations apply is on file in the Office of the Dean of Arts and Sciences.

Requirements for Good Standing

6.1 In order to remain in the School, a student must maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and have passed at least nine courses by the beginning of the second year, nineteen by the beginning of the third year, and twenty-nine by the beginning of the fourth year.

6.2 Failure to maintain good standing, either through a low cumulative average or by incurring failures and/or withdrawals, or by taking an unapproved underload, will result in the student's being placed on warning, or being required to withdraw from the School, as the Academic Standards Committee shall determine. Unless the student returns to good standing by the approved methods (see Course Make-up) or if the student incurs additional failures or withdrawals, or carries an unapproved underload, while on warning, the student will be required to withdraw from the School at the time of the next review.

6.3 A student who has not passed seventeen courses after two years or twenty-seven after three years will be required to withdraw. If seven courses are not passed in one year, withdrawal will be required. If a student passes less than two courses in a semester, the Academic Standards Committee may require immediate withdrawal.

6.4 No student may begin a given academic year in September with more than one deficiency. Three deficiencies within an academic year will mean dismissal. A deficiency is defined as a failure in a course, a withdrawal from a course, or an unapproved underload.

Course Make-up

7.1 A student who has failed or withdrawn from a course may make up the credit by passing an additional approved course during the regular school year or in a summer session at Boston College (with a grade of at least C-), or at another accredited four-year college (with a grade of at least C-). All make-up courses must be authorized by the Office of the Assistant Dean prior to registration in them.

7.2 To make up deficiencies, not more than two approved three-credit courses or their equivalent will be accepted from any one summer session; and no more than a total of three approved three-credit courses or their equivalent will be accepted from two or more sessions in the same summer.

7.3 A student who has been or will be required to withdraw may seek approval of the Office of the Assistant Dean for summer courses, and may thereby become eligible for consideration for reinstatement. A student who does not receive permission for summer courses or who fails to

achieve creditable grades of B+ or better in approved summer courses will not be allowed to matriculate in the School of Education.

Class Attendance

8.1 As part of their responsibility in their college experience, students are expected to attend classes regularly. Students who are absent repeatedly from class or field experience will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to decide their ability to continue in the course.

8.2 A student who is absent from class is responsible for obtaining from the professor or other students, knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

8.3 Professors will announce, reasonably well in advance, all tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

8.4 In cases of prolonged absence, due to sickness or injury, the student or a family member should communicate with the Assistant Dean for Students as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to courses should be made with the Office of the Assistant Dean of the School of Education as soon as the student's health and other circumstances permit.

8.5 Final examinations must be given in all courses at the prescribed time. A student who misses a final examination is not entitled, as a matter of right, to a make-up examination except for serious illness. The illness must be confirmed by the Assistant Dean preferably before the time of the final examination but certainly within forty-eight hours of the examination.

Professional Field Experiences

9.1 Placements for professional field experiences leading to certification are arranged by the SOE Field Office only for students enrolled in programs in the School of Education. Human Development students should consult the Human Development Manual for information on field experiences for this major.

9.2 Sophomore and junior field experiences are an essential part of the curriculum in the School of Education. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

9.3 Three semesters of pre-practicum assignments of one day per week are required before student teaching in the early childhood, elementary and special needs programs. Before student teaching in the secondary program, two semesters of pre-practicum assignments of at least one half-day per week and a two-week daily assignment/seminar are required.

9.4 A full practicum of student teaching is a full-time, five-days-per-week, experience in the senior year for the entire semester. It must be completed by all students seeking certification. A cumulative grade point average of 2.5 and successful completion of all courses leading to student teaching will be necessary prerequisites to student teaching. No incomplete grades can be outstanding and a minimum of 28 courses must have been completed before placement is approved. All students will be screened for eligibility and any who fail to meet the standards (academic, health, maturity) will be excluded from student teaching. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for teacher certification. No student will be allowed to enroll in an overload while doing student teaching.

9.5 All regular and special education pre-practica and practica are arranged by the Field Office in Campion Hall. Each field assignment must be applied for during the semester preceding the one in which it is to be scheduled. Application deadlines are November 30 for spring assignments and April 15 for fall assignments. The Field Office will not be able to arrange assignments for late applicants. All field assignments must be registered for during the pre-registration period.

9.6 The facilities utilized for field experiences are located in Boston and neighboring areas. Students are responsible for providing for their own transportation to and from these facilities.

International, Out-of-State Program for Undergraduate Studies

The School of Education's International and Out-of-State Program offers undergraduate classroom and research opportunities in a variety of foreign countries and out-of-state settings. International settings include classrooms in such countries as Switzerland, Ireland, Great Britain, France, Scotland, Germany, and Spain. Out-of-State settings provide opportunities to work on in approved schools in other states or Indian reservations in Maine and Arizona. For information regarding programs and requirements, contact the Program Director for International/National Programs, School of Education, Boston College.

Leave of Absence

10.1 A student in good standing who desires to interrupt the normal progress of an academic program and to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar (Lyons 112). A leave of absence will not normally be granted to students who expect to do full-time academic work at other institutions and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

11.1 Students at Boston College are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the College. Cases involving academic integrity shall be referred to the Dean's Office for adjudication.

Grade Change

12.1 In exceptional circumstances, a grade change may be warranted. All such grade changes must be submitted for approval by the faculty member to the Office of the Assistant Dean no later than six weeks after the beginning of the semester following that in which the course was initiated. This rule applies also to those grade changes that result from the completion of course work in cases where an extension was given to a student by a professor to finish the work after the end of the semester in which the course was initiated.

Academic Honors

The Dean's List

13.1 The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to semester averages: First Honors (3.700-4.000), Second Honors (3.500-3.699) and Third Honors (3.300-3.499).

The Honors Program

13.2 Scholarship and academic excellence has continually been a tradition at Boston College. To meet the needs of superior students, the School of Education offers an Honors Program. Students are admitted to the Honors Program by invitation only, based upon prior academic accomplishment. A description of the Honors Program can be obtained from the Assistant Dean for Students.

Degree with Honors

13.3 Latin honors accompanying the degree of Bachelor of Arts are awarded in three grades: Summa cum Laude, with Highest Honors, is awarded to the top 4.5% of the graduating class; Magna cum Laude, with High Honors, is awarded to the next 9.5% and Cum Laude, with Honors, to the next 15%. These percentages are based on the student's 8-semester cumulative average.

Awards and Honors

13.4 *General Excellence Award:* An award presented by the Boston College School of Education to a senior who qualifies for a teaching certificate and has at the same time manifested outstanding achievement in all courses of study during four academic years.

The Saint Edmund Campion Award: An award presented by the Boston College School of Education for excellence in an academic major.

The Dr. Marie M. Gearan Award: An award presented in honor of Professor Gearan, a member of the original faculty and the first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

The Blessed Richard Gwyn Award: An award presented by the Boston College School of Education to a member of the senior class for outstanding promise as a secondary teacher.

The Rev. Henry P. Wennerberg, S.J. Award: An award presented in Honor of Father Wennerberg, S.J., the first spiritual counselor in the School of Education, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

The John J. Cardinal Wright Award: A good teacher is one who is dedicated to the art of mo-

tivating his or her students to learn. This award, in honor of His Eminence, John J. Cardinal Wright, is presented to that senior who has shown expert use of his or her creativity and imagination in the area of motivation, and at the same time dedicated himself or herself to high educational ideals.

The John A. Schmitt Award: An award presented to a member of the senior class who, like Professor Schmitt, has consistently demonstrated compassion for his or her fellow humans beings, integrity in his or her dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

The Mr. and Mrs. Vincent P. Roberts Award: An award presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the School of Education.

The Council for Exceptional Children Award: An award presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of handicapped children.

The Rev. Charles F. Donovan, S.J., Award: This award is presented to a member of the Senior Class in honor of Charles F. Donovan, S.J., founding Dean of the School of Education. Selected by the members of the class, the recipient of this award exhibits superior leadership, academic, and innovative qualities; demonstrates excellence in professional and personal commitment, and has a genuine concern for the needs and values of others.

The Rev. James F. Moynihan, S.J. Award: This award is presented by the Boston College School of Education in honor of James F. Moynihan, S.J., first Chairman of the Psychology Department and Professor of Counseling Psychology in Education for many years. The award is given to a student in the Human Development Program who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

The Patricia M. Coyle Award: Given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love; a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

The Karen E. Noonan Award: Given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, making each child in the classroom feel important and unique.

MAJORS IN EDUCATION

All of the majors in the School of Education, with the exception of the major in Human Development, are intended to meet the requirements for teacher certification of the Massachusetts Department of Education. Also, through the school's accreditation by the Interstate Certification Compact (I.C.C.) and the National Council for Accreditation of Teacher Education (NCATE), cer-

tification for students seeking to teach in other states should be facilitated through completion of these majors. However, certification requirements are set by each state and are subject to change. All students are urged to consult with the Field Office and the Assistant Dean for Students to review the certification requirements of different states.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching normal and mildly handicapped children in regular settings in kindergarten through grade three, in nursery schools, and in early intervention programs. The program sponsors a demonstration Piagetian-based preschool, available to students for developing teaching competencies.

Courses in the program cover the following areas: 1) child development and learning including their applications to the classroom, 2) curriculum and models in early education, 3) children with special needs, 4) the subject matter of reading, language arts and literature, math, science, social studies, the arts, health, and physical education, 5) evaluation procedures, and 6) methods for teaching critical thinking skills.

Students will also have prepracticum and practicum experience in the field and a required second major.

Major in Elementary Education

The major in Elementary Education prepares students for teaching normal and exceptional children in regular classrooms, grade one through grade six. The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom which includes reading, literature, mathematics, science, health, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology and effective assessment procedures and devices.

Students also develop competencies in working with diverse learners such as the gifted, at risk, disabled or culturally disadvantaged. Instruction which enables students to effectively mainstream exceptional children into regular classrooms is integrated into the program. Opportunities for students to engage in problem-solving, working with parents and communities and applying knowledge to research projects is provided.

The field component begins at the sophomore level and culminates in full-time senior level student teaching. Course and field labs are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the School of Education, is required. Students must consult with their program advisors as to selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades nine through twelve. The field-experience component which is offered during the junior and senior years is an integral part of the professional course work. The major in Secondary Education will benefit those students who are interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Boston College has, as its goal, the preparation and development of teacher-scholars, the educational leaders of the future.

Students may prepare in the following disciplines:

- Biology
- Chemistry
- Geology (Earth Science)
- Physics
- English
- History
- Mathematics
- French
- Spanish
- Theology (non-certification program)

Requirements for the secondary major include courses in child and adolescent development, theory and instruction in teaching to diverse population and special needs children, teaching reading, writing and specific subject methods courses, and classroom assessment. The program also includes two prepracticum experiences in the junior year and student teaching and a seminar in the senior year.

Students interested in Middle School Certification can pursue it through a 5-9 subject certificate. A subject major in the College of Arts and Science is required.

Courses in the subject major are taken in the appropriate departments and requirements may be found in this Catalog under the College of Arts and Sciences.

Application to the program is made during the sophomore year.

Major in Human Development

The major in Human Development consists of offerings in counseling psychology, developmental psychology, educational psychology, and related fields. It provides a basic foundation for careers in social service settings or for further graduate study in Counseling, Educational Psychology, or Social Work. This major will prepare students for entry-level employment in social service settings such as child/adult residential or day care facilities, support personnel in offices of senior professional psychologists and counselors, and alternative educational settings. Students may also use the major as preparation for work in business and industry as human service personnel.

This major does not provide for state certification as a classroom teacher.

Education course requirements for the Human Development Major are:

Freshman

University Core Requirements

ED 030 Child Growth and Development

ED 031 Family, School and Society

Sophomore

University Core Requirements

ED 032 Psychology of Learning

ED 041 Adolescent Psychology

ED 241 Interpersonal Relations

ED 242 Personality Theories

Junior

ED 061 Psychological and Educational Tests

ED 230 Abnormal Psychology

ED 244 Adult Psychology

Senior

ED 243 Counseling Theories

In addition to the above courses, a minor of at least 4 courses in one subject discipline, an interdisciplinary minor, or a second major is required. A handbook for Human Development majors is available in the office of the Department of Counseling, Developmental Psychology, and Research Methods. This handbook should be consulted before selecting elective courses. Two field courses for sophomore and junior year (ED 152), and one for senior year (ED 245), are strongly recommended.

Ten courses are required for the major.

Major in Special Needs Education

This program prepares students to teach children with mild-to-moderate special needs (retarded, learning disabled, emotionally disturbed) in the regular classrooms, resource centers, and in other special education settings, in accordance with the "Least Restrictive Environment" principles mandated by federal and state laws concerned with the placements of handicapped children. The program focuses heavily on working with special needs children who have been, or should be, mainstreamed into regular education classrooms. This major is designed to lead to certification by the Commonwealth of Massachusetts as *Teacher of Students with Special Needs (N-9), Provisional*. Students who plan to seek special education certification in other states should contact their faculty advisors and the states in question, to determine their certification requirements.

Courses for the major in Special Needs Teacher include child development, learning disorders, speech and language disorders, classroom management, educational assessment and strategies, elementary education, and a practicum in special education.

Major in Intense Special Needs

This program is designed for highly motivated and qualified students who have a strong desire to work with individuals who have severe handicaps. Typical educational settings for these students can be found in public schools, special day schools, or in residential settings. The program provides a clinical grounding in handicapping conditions that result in severe handicaps, rationale for educational planning, and a variety of methodologies for the implementation of educational services. Additional competencies include the preparation and transition of students with severe handicaps for living and working in the community and skills in communicating and working effectively with parents.

Coursework and field work during the sophomore and junior years are followed by a full semester of student teaching in the senior year. Graduates of this program may currently receive Massachusetts certification as Teacher of Children with Severe Special Needs. This type of certification differs from that needed for teaching in a regular classroom or a resource room. Students wishing to teach severe special needs students should check with the state in which they wish to work to determine what coursework will need to be done in order to qualify for certification.

Under the direction of their advisors, additional field work can be provided for students wishing experiences in settings for severely handicapped individuals other than classrooms (e.g., group homes, workshops, etc.).

Courses for the major in Intense Special Needs include child development, classroom assessment, strategies for working with parents and human service agencies, instructional techniques, behavior management, communications disorders, and a practicum in severe special needs.

FIFTH YEAR PROGRAMS

Academically superior students may plan undergraduate studies so as to begin graduate work in the senior year. This may enable the student to graduate with a Bachelor's degree and the Master's degree in five years. Fifth year programs are available in various areas including Elementary or Secondary Education, Moderate Special Needs, Severe Special Needs, Visually Handicapped Studies, Human Development and a special Human Development/Social Work joint Master's degree program. At present, there is limited Federal financial assistance for some graduate programs in Special Education.

Students interested in a Fifth Year Program should consult with the appropriate program coordinator early in their junior year. Without proper advisement and early acceptance into a Master's degree program, students will be unable to complete the program in five years.

SECOND MAJORS AND MINORS FOR STUDENTS IN THE SCHOOL OF EDUCATION

Majors and Minors in Arts and Sciences for Students in Education

Beginning with the Class of 1994, all students in the School of Education who are pursuing an Education major leading to certification are required to undertake a second major, either interdisciplinary or in one subject discipline, in Arts and Sciences or in Human Development. This requirement is a result of new Massachusetts regulations for certification and will cover all students who apply for teacher certification in Massachusetts after September 30, 1994.

Those students who are not governed by the new regulations are currently required to carry a minor of from four to six courses in a single subject in the College of Arts and Sciences. Students in certification programs, however, are strongly advised to undertake a full major in the College of Arts and Sciences, or in Human Development, since a number of other states are currently requiring a major in an academic discipline.

INTERDISCIPLINARY MAJORS

Interdisciplinary majors are based in two or more Arts and Science disciplines that are relevant to the teaching endeavors of early childhood, elementary and special education teachers. Each of these nine-course majors will be available to students in the School of Education pursuing Elementary, Early Childhood, or Special Needs programs in fulfillment of their College of Arts and Sciences major for certification requirements. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. These majors are not available to students seeking secondary certification.

Child in Society

This interdisciplinary major is intended to introduce students to theory and research which focus on the child from the perspectives of several different social science disciplines: considering the child as an individual (psychology), the child in the context of the family and community (sociology), and the child in the context of a cultural group (anthropology and cultural psychology).

Mathematics/Computer Science

This interdisciplinary major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional math major because of their intended career objective as elementary, early childhood, or special needs educators.

Human Development Major

This interdisciplinary major is intended to provide students with a background in the fields of developmental, educational, and counseling psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social service agencies.

American Heritages

This interdisciplinary major is recommended for students who are interested in the American Heritage from the literary and historical perspectives. Two tracks will be available for students pursuing this major: a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives on our American Heritages.

Perspectives on the Hispanic Experience

This interdisciplinary major is recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures. This major is particularly appropriate for students with an intended career objective to teach children of Hispanic origin.

Please note: Secondary students cannot pursue any of these Arts and Sciences or the Human Development interdisciplinary majors and be certified to teach in these areas; secondary certification requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Students who are pursuing Human Development as their primary Education major, regard-

less of class year, are required to carry a minor of four to six courses in a single subject in the College of Arts and Sciences, or to have an interdisciplinary minor in the College of Arts and Sciences (e.g. Black Studies, Women's Studies). The minimum number of courses acceptable for a minor is four, and Core courses may be included. Students are encouraged and advised to complete six courses or eighteen credit hours in a minor. Students who have a second major automatically fulfill the minor requirement.

Specific acceptable areas of study for both majors and minors are listed in this Catalog under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above. Core courses may be applied toward a second major in Arts and Sciences.

Minor in Bilingual Education

The specialization in Elementary-Bilingual Education prepares students to teach in elementary schools with bilingual settings in Spanish. Students interested in this specialization should contact Dr. Joan Jones and enroll in one Spanish course each semester, beginning in the first semester of freshman year.

Upon completion of the specialization, the elementary program requirements and successful passing of the Massachusetts State Bilingual (Spanish) Proficiency Examination, students in the program are currently eligible for Massachusetts Teacher Certification in elementary and transitional Bilingual Education grades one to six.

Students who follow majors in Secondary Education and Spanish should consult the Secondary Coordinator regarding their eligibility for the Teacher of Transitional Bilingual Education, Secondary.

MAJORS AND MINORS IN EDUCATION FOR STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES

Minor in Secondary Education for Students in the College of Arts and Sciences

Students from the College of Arts and Sciences who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, or Theology in the College of Arts and Sciences may apply to minor in Secondary Education. This program begins in the sophomore year and interested students should apply to the Coordinator of Secondary Education in the School of Education (Dr. William Lambert) before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state certification in all areas listed, except Theology.

Students must complete 32 courses in the College of Arts and Sciences. No Carroll School of Management, School of Nursing or School of Education courses can be taken beyond those included in the minor. No education courses fulfill the social science Core requirement for Arts and Sciences students pursuing this minor.

Minor in General Education

Students who have an interest in Education may follow a minor of five or six courses with their

advisor's approval. This program does not lead to state certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education:

- ED 030 Child Growth and Development
- ED 031 Family, School and Society
- ED 032 Psychology of Learning
- ED 044 Working with Special Needs Students
- ED 060 Classroom Assessment
- ED 147 Early Childhood Development and Learning

Minor in Health Science

This concentration is designed to acquaint students in Education, Nursing, Arts and Sciences, and Management with viable alternatives for future careers in the health field. It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year. The following courses are offered:

- BI 130 Anatomy and Physiology I
- BI 131 Anatomy and Physiology Laboratory I
- ED 274 Alcohol and Other Drugs
- ED 275 Human Sexuality
- ED 277 Nutrition, Physical Fitness and Weight Control
- ED 278 Wellness & Health: Diagnosis & Planning
- ED 279 Holistic Living

FACULTY

John R. Eichorn, *Professor Emeritus*; B.S., Salem State Teachers College; M.Ed., E.Ed., Boston University

Francis J. Kelly, *Professor Emeritus*; A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Mary T. Kinnane, *Professor Emeritus*; A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Lester E. Przewlocki, *Professor Emeritus*; A.B., M.N.A., DePaul University; Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus*; A.B.; Ph.D., Clark University

Raymond J. Martin, *Associate Professor Emeritus*; A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Fred John Pula, *Associate Professor Emeritus*; A.B., M.B.A., M.Ed., University of Massachusetts; Ed.D., Boston University

Peter W. Airasian, *Professor*; A.B., Harvard University; A.M., Ph.D., University of Chicago

Albert Beaton, *Professor*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

Mary M. Brabeck, *Professor*; B.A., University of Minnesota; M.S., St. Cloud State University; Ph.D., University of Minnesota

M. Beth Casey, *Professor*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

William K. Kilpatrick, *Professor*; B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

George T. Ladd, *Professor*; B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

George F. Madaus, *Boisi Professor*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor*; A.B., Boston College; M.E., D.Ed., Cornell University

Ronald L. Nuttall, *Professor*; A.B., A.M., Ph.D., Harvard University

Diana C. Pullin, *Professor and Dean*; B.A., Grinnell College; M.A., J.D., Ph.D., The University of Iowa

John Savage, *Professor*; A.B., Iona College; Ed.D., Boston University

John F. Travers, Jr., *Professor*; B.S., M.Ed., Ph.D., Boston College

Lillian Buckley, *Associate Professor*; B.S., Framingham State College; Ed.M., Ed. D., Boston University

Mary D. Griffin, *Associate Professor*; B.A., Mundelein; M.A., Ph.D., University of Chicago

Walter M. Haney, *Associate Professor*; B.S., Michigan State University; Ed.M., Ed.D., Harvard University

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

John A. Jensen, *Associate Professor*; A.B., Cornell University; A.M., Ed.D., University of Rochester

Joan C. Jones, *Associate Professor*; B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

John B. Junkala, *Associate Professor*; B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Larry Ludlow, *Associate Professor*; B.A., M.A., California State University; Ph.D., University of Chicago

Lea McGee, *Associate Professor*; B.S., Miami University; M.A., Old Dominion University; Ed.D., Virginia Tech

Jean Mooney, *Associate Professor*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Bernard A. O'Brien, *Associate Professor*; A.B., Boston College; A.M., Ph.D., Catholic University of America

Alec F. Peck, *Associate Professor*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Associate Professor*; B.S., Tufts University; M.S., Northeastern University; Ph.D., Boston College

Michael Schiro, *Associate Professor*; B.S., Tufts University; M.A.T., D.Ed., Harvard University

Charles F. Smith, Jr., *Associate Professor*; B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Edward B. Smith, *Associate Professor*; A.B., M.A., Loyola University; Ph.D., University of Chicago

Mary Walsh, *Associate Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Kenneth W. Wegner, *Associate Professor*; B.S., M.Ed., Ed.D., University of Kansas

Philip DiMattia, *Adjunct Associate Professor*; B.S., M.Ed., Ph.D., Boston College

Karen Arnold, *Assistant Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

Thomas Bidell, *Assistant Professor*; B.A., M.A., University of New Mexico; Ed.D., Harvard University

Martha Bronson, *Assistant Professor*; B.A., Boston University; Ed.M., Ed.D., Harvard University

Sandra L. Crump, *Assistant Professor*; B.A., Northeastern University; M.Ed., Ph.D., Boston College

Kilburn E. Culley, *Assistant Professor*; A.B., Tufts University; Ed.M., Boston University; Ph.D., Boston College

Ralph Edwards, *Assistant Professor*; B.A., City College of New York; M.A., Bank Street College; Ed.D., Harvard University

Terrie Epstein, *Assistant Professor*; B.A., M.A., Brandeis University; Ed.M., Ed.D., Harvard University

Penny Hauser-Cram, *Assistant Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Maureen E. Kenny, *Assistant Professor*; B.A., Brown University; Ph.D., University of Pennsylvania

James R. Mahalik, *Assistant Professor*; B.A., M.A., Ph.D., University of Maryland

Donna Moilanen, *Assistant Professor*; B.S., University of Massachusetts; M.A., Assumption; Ph.D., SUNY at Albany

Joseph M. O'Keefe, S.J., *Assistant Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Theresa Powell, *Assistant Professor*; Diploma, Posse School of Physical Education; B.S., Ed.D., Boston University

Ted I.K. Youn, *Assistant Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

COURSE OFFERINGS

ED 029 Child Growth (S: 3)

An analysis of development from conception to adolescence. After a chronological survey of development, special attention is paid to the social context of child development and issues of gender, culture and social class. *The Department*

ED 030 Child Growth and Development (F: 3)

An analysis of the physical, social, cognitive, and emotional aspects of development. Particular emphasis will be placed upon such topics as infancy, early experience, and neonatal assessment. *The Department*

ED 031 Family, School and Society (S: 3)

Prerequisite: Child Development I

An analysis of the social context of child development as it applies to educational and other practical settings. Issues of gender, culture, and social class differences are explored in relation to processes of child development and learning in settings of family, community, and school. Emphasis is placed on the use of social contextual analysis to understand and improve practice in teaching and the helping professions. *The Department*

ED 032 Psychology of Learning

An investigation of the learning process with particular emphasis upon the nature of learning, development of definitions of learning, types of learning, transfer, and the development of learning theory. Special attention will be given to recent studies of concept formation, problem-solving, the impact of the emotions upon learning, and the neurological aspects of learning. *Not offered 1992-93. Martha Bronson*

ED 039 Learning in the Elementary School (F, S: 3)

This course focuses on the translation of learning theories to teaching and harmony in classrooms at elementary (1-6) grade levels. Current research on effective teaching, curriculum, classroom management, teaching models and strategies serve as the basis for study and reflection. Field lab is required with this course. *The Department*

ED 041 Adolescent Psychology (F, S: 3)

An introduction to the psychology and problems of the adolescent years. Biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships will be discussed. Consideration will be given to the impact that rapid cultural change has on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. *William Kilpatrick*

ED 044 Working with Special Needs Students (F, S: 3)

This course introduces pre-service teachers to the wide range of diversity that exists across today's general school population, and to the increased professional demands that this diversity will make upon them as teachers during the next two decades. Historically, most of the cognitive, behavioral, physical, and cultural problems encountered in the schools have fallen under the umbrella of special education. Today's schools no longer assume, however, that students' special needs can only be met by pulling them out of regular classrooms and placing them in separate settings. Most

special needs students are assigned to regular classrooms for at least part of every day, and many spend their entire day there. Only a relatively small portion of special needs students are served in separate settings. Beginning with an understanding of the special education services mandated by federal and state regulations, the course discusses the "Least Restrictive Environment" concept, and then describes the roles of regular and special education teachers in evaluating students, and in developing appropriate curriculum accommodations for them. *The Department*

ED 060 Classroom Assessment (F, S: 3)

This course stresses the assessment concerns of classroom teachers. The roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques are presented. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. *Peter Airasian*

ED 061 Psychological and Educational Tests (F, S: 3)

This course is limited to students majoring in Human Development. Principles of standardized test selection and utilization; validity; reliability; standard scores; norms; interpretation of test data; survey of measures of achievement, adjustment, aptitude, intelligence, interests and personality; current controversies and ethical considerations. *Maureen Kenny*

ED 100 Professional Development Seminar for Freshmen (F: 1)

Designed for freshmen as a continuation of the orientation. Specific topics are discussed by the student's faculty advisor to acquaint the student with college requirements, available programs, and career possibilities. *The Department*

ED 101 Teaching Reading and Language Arts (F, S: 3)

The course provides students with an understanding of how children develop literacy competency in a classroom setting. The focus is on models and theories of reading and writing instruction, approaches to teaching, and other curriculum consideration. *The Department*

ED 105 Teaching Social Studies (F, S: 3)

This course explores the major theories and practices of teaching social studies at the elementary and middle school levels. *Charles Smith*

ED 108 Mathematics Teaching and Technology (F, S: 3)

Curriculum materials and instructional techniques useful in teaching mathematics to elementary school children in grades N to 6 will be examined. This course covers instruction in the teaching of Early Childhood and Elementary School mathematics. Educational technology useful to teachers during instruction will be examined. Lecture and laboratory. *Michael Schiro*

ED 109 Teaching Science and Health (F, S: 3)

The exploration of science and health curriculum, materials, activities, instructional methodologies and issues on an individual/group basis. Grades one to nine. Discussion and laboratory. *George T. Ladd*



ED 114 Seminar and Methods in Early Education (S: 3)

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies which develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education.

Beth Casey

ED 116 Exploring Science and Social Studies through the Environment: Early Childhood Education Methods (S: 3)

This course explores science and social studies materials and methodologies for teaching preschoolers through third grade, with a focus on the early primary years. A special emphasis is given to the development of problem-solving skills in young children as they explore their environment.

George Ladd

ED 117 Beginning Reading and Language Arts Instruction (F: 3)

This course examines young children's spoken and written language development. Materials and activities which support young children's (age birth to grade 3) language and literacy development in a holistic approach are described. Special emphasis is given to developing children's abilities in developmentally appropriate programs.

Lea McGee

ED 128 Technology in Education (S: 3)

Different types of computer programs will be examined to help educators learn how best to evaluate and select computer materials that will meet their needs. Some of the types of instruction related programs to be examined include: drill and practice, tutorial, demonstrations, simulations, instructional games, and word processing. Other types of educational computer programs used in the course include: data bases, data banks, authoring languages, testing and diagnostic programs, classroom management systems, and child record-keeping systems. The course will be taught on the Apple II family of micro-computers. This is not a course in computer programming. No prerequisites.

The Department

ED 134 Middle-School Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in middle-school education. Placements are made in selected area, international or out-of-state schools. Students are assigned to a full-day experience in a middle school classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Applications to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 140 (EN 237) Children's Literature (F, S: 3)

This is a one-semester course that will cover some of the major texts in children's literature. The

reading will vary from one semester to another, with each offering of the course. It will, however, always include some classic authors (Grimm Brothers, Perrault, E.B. White, Disney, Viorst, Wilde, Thurber, etc.) In addition, it will explore the various issues (censorship, sexism, racism) that arise in any study of children's literature. This class is listed as both an English elective and an Education elective.

Bonnie Rudner

ED 147 Early Childhood Development and Learning (F: 3)

This course focuses on development and learning in the child from birth to seven years of age. The emphasis is on an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.

Beth Casey

ED 151 Early Childhood, Elementary, and Special Needs Field Pre-Practicum (F, S: 1)

A one-day-a-week field lab for sophomores and juniors majoring in early childhood, elementary, moderate special needs, or severe special needs education. Placements are made in selected school and teaching-related sites. To be taken concurrently with one of the following: ED 044, ED 104, ED 101, ED 102, ED 105, ED 108, ED 109, ED 114, ED 116, and ED 147. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

Pass/Fail

William Lambert

ED 152 Field Practicum: Human Development (F, S: 3)

Students volunteer for ten to twelve hours per week at a site selected with the assistance of the instructor. Students meet in a seminar weekly and keep a journal of their field experience. This course provides an introduction to social service fields.

The Department

ED 153 Field Pre-Practicum (F, S: 1)

A half- to one-day-a-week field lab to enable students to obtain practical experience. Permission must be obtained a semester in advance. Application to the Field Office must be made the semester preceding the pre-practicum: by November 30 for spring pre-practicums and by April 15 for fall pre-practicums.

Pass/Fail

William Lambert

ED 195 Practicum in Tutoring (S: 3)

The primary aims of this seminar are 1) to explore strategies for tutoring and mentoring elementary and secondary school pupils, and 2) to discuss the actual tutoring and mentoring experiences of students enrolled in the seminar. In addition, assigned readings and classroom discussion will address issues of particular relevance to those field experiences.

Ralph Edwards

ED 198 Readings and Research (F, S: 3)

This course provides the opportunity for a student to do guided readings under the supervision of a professor. The research project must be approved one month before the beginning of the course by the instructor and the Assistant Dean.

Anabel Casey

ED 199 Independent Study in Education (F, S: 3)

This course provides independent research opportunities to the student under the guidance of an instructor. The research project must be approved one month before the beginning of the

course by the instructor and the Assistant Dean.

Anabel Casey

ED 201 Classroom Management: Children With Special Needs (F: 3)

This course focuses on observation and precise description of learning behaviors, followed by a presentation of motivational and management approaches to children in the classroom. Students write anecdotal records and employ informal behavioral checklists. In addition, students will identify general characteristics of special needs children and prepare appropriate accommodation strategies with which a classroom teacher might support and foster successful learning experiences in children with special needs. Students will also propose and present a rationale for selected management techniques for specified children.

Philip A. DiMattia

ED 203 Philosophy of Education (F, S: 3)

A study of educational theory and its influence on educational practice, and an application of philosophical principle to basic educational policy.

The Department

ED 205 Learning and Behavior Disorders (S: 3)

This course focuses on the learning and behavior disorders displayed by mildly-to-moderately handicapped students. The Commonwealth of Massachusetts refers to these students as having "Moderate Special Needs," while other states describe them as learning disabled, educable mentally retarded, or emotionally disturbed. Issues of prevalence and organic causation will be discussed, but emphasis will be placed on ecological explanations of school-related disorders, leading in turn to the development of school-based interventions for the problems faced by these students and their teachers.

Philip A. DiMattia

ED 208 Educational Strategies for Children with Special Needs (S: 3)

This course focuses on the individualization of instruction for children with special needs. The role of the teacher, rather than that of materials, is stressed as the dominant factor. Students will develop a rationale and demonstrate skills in individualizing instruction for a variety of children with special needs.

John B. Junkala

ED 209 Educational Assessment of Children with Special Needs (F: 3)

This course deals with formal and informal assessment techniques to be used in the development of individualized educational programs (IEPs). The development of observation skills is stressed, with a heavy emphasis on task analysis.

John B. Junkala

ED 210 Introduction to Speech and Language Disorders (S: 3)

This course presents an overview of speech and language disorders in children. Includes introduction to assessment techniques, remedial strategies and curriculum modifications for children with problems in receptive and expressive language.

Jean Mooney

ED 211 Secondary Curriculum and Instruction (F, S: 3)

This course examines a range of topics concerning secondary school teaching, including philosophical perspectives, school organization and operation, instructional planning, classroom man-

agement, research in secondary education and current issues related to education at the secondary school level.

Kilburn Culley

ED 228 Teaching Writing (S: 3)

Designed for those interested in improving their ability to teach writing. The course includes a review of research on effective teaching practices and communication theory, and it introduces a writing workshop plan for teaching writing. Emphasis is placed on understanding and using the process to provide direct instruction in pre-writing, writing, and revising.

Patricia Aubin

ED 230 Abnormal Psychology (F, S: 3)

Prerequisite: ED 242

Types of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give students preparing to be counselors and other school personnel basic information for recognition and understanding of mental disturbance.

The Department

ED 241 Interpersonal Relations (F, S: 3)

Prerequisites: ED 030, ED 032, ED 041

This course focuses on the person and his or her ability to live and work with other people. It will help the student to look at herself or himself and choose those social techniques which will increase effectiveness as a person who can manage successfully, participate in and organize programs which involve living and working with other people. Open to majors in Human Development only.

The Department

ED 242 Personality Theories (F, S: 3)

Prerequisites: ED 030, ED 032, ED 041

This course gives an introduction to selected theories of personality. It also examines selected critiques of these theories with a particular focus on culture, gender, and social context as key variables in understanding character and personality.

Brinton Lykes

ED 243 Counseling Theories (F, S: 3)

Prerequisites: ED 241 and ED 242

This senior year course gives an introduction to the various theories of counseling. Open to majors in Human Development only.

Bernard A. O'Brien

ED 244 Adult Psychology (F, S: 3)

This course is designed to investigate the psychological, sociological, anthropological and historical aspects of adult development. Stages of life and crises which must be met and mastered in those stages will be given special attention.

John S. Dacey

ED 245 Senior Field Practicum: Human Development (F, S: 3)

This course is designed as a senior seminar. Students will meet once a week to discuss their required field work (ten to twelve hours per week) and to relate their field work to the theories and skills studied throughout their Human Development programs. In addition students will be required to research the current literature on one aspect of their field work. This course is open only to seniors in the Human Development major.

The Department

ED 246 Psychology of Stress (F: 3)

This course explores the psycho-physiology of the stress reaction in human beings, through presen-

tation of lecture material, films and slides, and group discussion. Crisis Intervention theory and theories of loss, grieving, and separation are also reviewed in depth.

Hayden A. Duggan

ED 247 Juvenile Delinquency (F: 3)

An examination of the causes and treatment of anti-social behavior. The extent and nature of delinquency and scientific explanations for this behavior together with an evaluation of the juvenile system will be stressed. Visits to juvenile courts are included.

Francis J. Kelly

ED 248 Gender Roles (S: 3)

This course will examine social, educational and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race and social class interact and how education and social service systems may be structured to maximize achievement of the potential of both males and females.

Mary Brabeck

ED 250 Elementary Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week, for seniors majoring in elementary education. Placements are made in selected area, international, or out-of-state elementary schools. Students are assigned to a full day experience in an elementary classroom setting. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 251 Secondary Field Practicum (F, S: 9)

A semester field assignment (300+ clock hours) five full days per week, for seniors majoring in secondary education. Placements are made in selected area, international, or out-of-state senior high schools. Students are assigned a full-day experience in a secondary classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 253 Moderate Special Needs Field Practicum (F, S: 6)

A half-semester field assignment (150+ clock hours) five full days per week for seniors in moderate special needs education. Placements are made in selected area, international or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a moderate special needs setting. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 254 Bilingual Field Practicum (F, S: 12)

A three-week practicum for seniors in bilingual programs. Placements are made in area schools and teaching-related sites. Prerequisites include

a 2.5 grade point average and successful completion of all required pre-practicum courses and field assignments. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 255 Overseas Studies (F, S: 12)

For students who have completed a semester of student teaching abroad. Students lead seminars on the culture of overseas sites with students planning to go abroad. By permission only.

William Lambert

ED 256 Secondary Student Teaching (S: 9)

A semester field experience (300+ clock hours) for Arts and Sciences seniors minoring in secondary education. Students are assigned a full-day in senior high schools in the area or at selected sites overseas or out-of-state. Prerequisites are a 2.5 grade point average; successful completion of all necessary courses and pre-practicums, including three field-based labs; and approval of the Director of Secondary Programs and the Assistant Dean. Students taking ED 256 must also take ED 257 concurrently. Applications for both courses must be submitted to the Field Office during the semester preceding the one in which the courses are to be taken.

William Lambert

ED 257 Secondary Field Pre-Practicum and Seminar (F, S: 3)

The field pre-practicum assignment taken concurrently with ED 251 during the first two weeks of the semester. Mornings are spent in observation and activities at the school where the student will be undertaking the full practicum. Afternoons are spent in a seminar at Boston College. *Pass/Fail*

Edward Smith

ED 258 Secondary Field Pre-Practicum (F, S: 1)

A half-day-a-week field lab for sophomores and juniors majoring in secondary education. Placements are made in selected school and teaching-related sites. To be taken concurrently with ED 311, ED 323, and/or the subject methods course. Application to the Field Office must be made the semester preceding the pre-practicum: by November 30 for spring pre-practicums and by April 15 for fall pre-practicums. *Pass/Fail*

William Lambert

ED 261 Middle School Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the middle school level. Pre-requisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships.

William Lambert

ED 262 Elementary Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the elementary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships.

William Lambert

ED 263 Secondary Field Internship (F, S: 3)

A semester field assignment (300+ clock hours) five full days per week for employed professionals at the secondary school level. Prerequisites include successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the internship: by November 30 for spring internships and by April 15 for fall internships.

William Lambert

ED 264 Early Childhood Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in early childhood education. Placements are made in selected area, international or out-of-state nursery and primary schools. Students are assigned to a full-day experience in an early childhood classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 266 Intense Special Needs Field Practicum (F, S: 12)

A semester field assignment (300+ clock hours) five full days per week for seniors majoring in severe special needs education. Placements are made in selected area, international or out-of-state schools and non-school sites. Students are assigned to a full-day experience in a severe special needs classroom. Prerequisites include a 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses. Application to the Field Office must be made the semester preceding the practicum: by November 30 for spring practicums and by April 15 for fall practicums.

William Lambert

ED 267 Internship in Computers (F, S: 3)

Supervised experience is offered in the use of computers in educational settings.

Walter Haney

ED 268 Field Internship (F, S: 3)

Supervised experience is offered in practical work settings. Not open to students in teacher certification programs without permission from the Field Office the semester preceding the internship.

William Lambert

ED 269 Extended Field Practicum (F, S: 3)

For students who have advance approval to continue student teaching. Application must be made to the Field Office by November 30 for spring extended practicums and by April 15 for fall extended practicums.

William Lambert

ED 274 Responsible Use: Alcohol and Other Drugs (F, S: 3)

This course is designed to deal with facts and myths about alcohol and other related drugs; sociocultural aspects of American drinking patterns; the concepts of alcoholism as an illness; and the impact of alcoholism as a family illness on children and adolescents. It also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism; and to help develop responsible decision making.

Theresa A. Powell

ED 275 Human Sexuality (F, S: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of developments, reproduction, contraception, sexually transmitted disease, and abortion, sexual development and identity; current trends in sexual mores; the role of sex in relationships and the role of sex in society. The goals of this course are to inform students about sexuality and sexual behavior and to have them learn to deal with the general topic with comfort and perspective.

Theresa A. Powell

ED 277 Nutrition, Physical Fitness, and Weight Control (F: 3)

Principles of nutrition, energy, body composition and physical activity and how they relate to weight control and physiological conditioning.

The Department

ED 278 Wellness and Health: Diagnosis and Planning (S: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect upon individual decision-making within one's life style. Clinical, community agencies and school health education models will be diagnosed to determine their effects upon the social, cultural and psychological foundations of wellness/health.

The Department

ED 279 Holistic Living (F: 3)

The course is designed for anyone interested in personal growth and development. Students will study all aspects of personality: body, mind, feelings, imagination, impulse, intuition, will, cosmic consciousness, and the relationships to the ego. Class presentations will be experiential as well as conceptual and analytical.

The Department

ED 280 Effective Teacher Strategy (S: 3)

The goal of this seminar is to help prospective teachers integrate the theory and practice of teaching as experienced through course work and field assignments. Relevant educational issues/topics will be researched, discussed, explored, and evaluated. This seminar is restricted to seniors who have successfully completed a full practicum.

Maryalyce Gilfeather

ED 287 Profile of American Culture (S: 3)

This course will analyze some of the prevailing political, economic, cultural, and moral values that shaped the America of the twentieth century. Through the readings required for this class, the students will examine the following: the illusions of progress since mid-century; the disbelief of salvation by society; the impact of individualism on us as a people and a nation; the disappearance of Roosevelt's America; and the unraveling of the Russian empire.

On the threshold of the twenty-first century, the *two* landscapes of America must be examined, the human and the physical. The post-nineteen sixties saw the American profile as one of ample body and meagre soul—our beliefs were no longer identifiable. What had happened to the old verities and what new ones were taking shape? The entrance into the global and ecological age presents unprecedented challenges and threatening assaults to the human and physical landscapes. This course will define those and consider the promises and perils engendered within.

Clare Fitzgerald

ED 290 Number Theory for Teachers (F: 3)

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic and mathematical art.

Margaret J. Kenney

ED 291 Geometry for Teachers (S: 3)

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using *Logo* as a tool to enhance teaching geometry.

Margaret J. Kenney

Honors Program Courses**ED 295 Honors Seminar: Psychology of Stress (F: 3)**

This course treats the stress reaction in human beings from a psychological perspective. This course is required for students in the Honors Program who are majoring in Human Development; it is an elective for other Honors students and will be open to other students with the permission of the instructor.

Hayden Duggan

ED 298 Honors Seminar I: Philosophy of Education (F: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Counts, Gardner, Newman, Maritain, Plato, and Whitehead.

Edward B. Smith

ED 299 Honors Seminar II: Philosophy of Education (S: 3)

This course, open to students in the Honors Program, includes readings and discussion of such authors as Barzun, Leonard, Piaget, Skinner, and Van Doren.

Edward B. Smith

UN 109-112 Horizons of the New Social Sciences/Perspectives III (F:6-S: 6)

The course is designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from theological issues. This two-semester course is open only to students in the Honors Program.

Harry Otaguro

Courses for Undergraduate and Graduate Enrollment**ED 300 Secondary Science Methods (F: 3)**

A survey of several current secondary science curricula combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class, utilizing proven science class techniques and stressing the inquiry approach to science teaching. Substantial field work required, including experience with high school classes and logistical planning for field trips in the community.

George Ladd

ED 301 Secondary History Methods (F: 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required. ED 258 or 429 must be taken concurrently. *The Department*

ED 302 Secondary/Middle School English Methods (F: 3)

This course covers topics and concerns for the teaching of English at the secondary and middle school levels. Curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking and listening skills are among the topics covered. Unless otherwise approved, students taking ED 302 must also take ED 258 or ED 429 concurrently. *Edward Smith*

ED 303 Secondary Language Methods (F: 3)

A review of recent research in second-language acquisition and its application to the secondary school classroom. Emphasis is placed on techniques for developing and evaluating proficiency in listening, speaking, reading, and writing. Students will analyze available audio-visual materials (overhead transparencies, tapes, films and computer software) and learn how to integrate these ancillaries into their lesson plans. *Rebecca Valette*

ED 304 Secondary Math Methods (F: 3)

This course is designed to prepare the student for teaching in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading papers, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered and mathematical topics are developed. Presentation of units in mathematics is required as is substantial field work. ED 258 or 429 must be taken concurrently. *The Department*

ED 307 Teachers and Educational Reform (S: 3)

This course will examine the literature on reform of education, paying particular attention to the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. We will pay particular attention to research on teaching and what it has to say about the role of teaching as pictured in the reform literature. Each student will be expected to take a particular issue related to school reform and research it in depth. *George Madans*

ED 310 Family, School, and Community Relations (S: 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and long term effects of divorce, single-parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education. *The Department*

ED 314 Psychology of Self-Control (F: 3)

An analysis of the philosophical, psychological, and sociological aspects of how we control ourselves. Such questions as "What does it mean to say *I control me?*" and "How does self-control change with age?" will be explored. Implications for educators and psychologists will also be covered. *Not offered 1993-94* *John Dacey*

ED 316 Seminar and Methods in Early Education (S: 3)

This course focuses on the careful design and implementation of teaching strategies and curriculum in early education. Students will participate in a seminar at Boston College plus a one-day-a-week field pre-practicum. Students will have concrete experiences in developing a variety of teaching strategies and will be video-taped using these strategies. There will be a particular focus on teaching critical thinking during the early years. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar including such areas as the arts, communication skills, health, and physical education. *Beth Casey*

ED 319 Psychology and Education of Creative People

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experience of the students themselves. All age levels of creative development are included. *Not offered 1992-93. Next offered 1993-94* *John Dacey*

ED 321 Reading Language and the Language Arts (S: 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts in the elementary and middle schools. *John Savage*

ED 323 Reading and Special Needs Instruction in the Middle and Secondary School (S: 3)

A course that includes principles and practices of developmental and remedial reading instruction and special needs teaching at the middle and senior high school levels. There will be particular emphasis on teaching reading in content areas. May require field-based assignments. *The Department*

ED 325 Science in the Elementary School (S: 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level. *George T. Ladd*

ED 336 Adult Human Development in Modern Organizations (S: 3)

This course presents theories and approaches in Human Development in modern quality-oriented organizations. The concepts of: Customer-Driven Quality; Leadership, Continuous Improvement; Fast Response; Action Based on Facts, Data and Analysis; and Participation by all Employees will be presented along with the quality-improvement tools needed to achieve these re-

sults. Tools such as Flow Charting, Fishbone Diagramming, Scatterplots, Run Charting and Control Charting will be presented. Regression and Design of Experiments will be introduced. *Ronald Nuttall*

ED 344 Integrating Contemporary Issues into the Curriculum (F: 3)

This course examines a broad range of current social, global, political, and economic topics, and attempts to explore methods of including these issues within the existing curriculum that we offer our students. This course will also focus on how contemporary social issues influence children and adolescents, and how educators can effectively respond to these factors. *Leroy Hay*

ED 345 Critical Issues in Teaching (S: 3)

This course provides an opportunity for students to understand the political, social, economic, organizational, and interpersonal issues that affect classroom teachers' ability to practice their craft. Case studies, self-studies, readings, films, and other media will be used throughout the course to examine issues like juvenile delinquency, classroom management, student-teacher relationships, working with parents, working in urban areas, self-evaluation, and other issues related to being an effective teacher. Participants will be required to write weekly memorandums, take part in weekly discussions, and complete two policy memorandums. Any student interested in practice and policy issues in elementary/secondary education and higher education will find the course of benefit. *Joseph O'Keefe, S.J.*

ED 349 Sociology of Education (S: 3)

A broad survey of the field of sociology of education that starts with a brief discussion of human behavior and then considers individuals, groups, and communities. The course will deal with family, classroom, school, and community interactions, both in terms of how they influence the child and how educators can respond to these factors. *Ted I.K. Yonn*

ED 361 History of Western Education I

Beginning with classical Greek education, this course surveys the principal cultural and educational movements to the advent of the Renaissance. *Not offered 1992-93* *The Department*

ED 362 History of Western Education II

Beginning with fourteenth-century humanism, this course deals with the development of modern European education and the origin and evolution of education in the United States. *Not offered 1992-93* *The Department*

ED 363 Children's Literature (S: 3)

Through the use of various media and the extensive reading of children's books, this course examines several genres of children's literature. Special emphasis is given to understanding the use of children's literature in pre-school and elementary classrooms, supporting children's responses to literature, and designing an integrated literature program. *Lea McGee*

ED 367 Introduction to BASIC

An introduction to computers and their applications in education. The origins, development, and workings of computers will be reviewed. Current hardware and software systems will be described

and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. *Not offered 1992-93.*

Next offered 1993-94 *John A. Jensen*

ED 368 Introduction to LOGO for Educators (S: 3)

An introduction to microcomputers and programming using the LOGO language. Intended for educators; no prerequisites. Students will have hands-on experience using Apple microcomputers and will complete a term project using the language. *Not offered 1993-94* *John A. Jensen*

ED 374 Monogement of the Behavior of Students with Severe Speciol Needs (F: 3)

The focus of this course is on the principles and practices of applied behavior analysis as they relate to the education of students with severe special needs. Students will be exposed to principles of reinforcement, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and ethical and responsible use of applied behavior analysis procedures. *Alec F. Peck*

ED 380 Functionol ImplicotIONS of Vision Pothology (F: 3)

This course examines the educational implications of visual dysfunction. Structure and function of the visual system including the neural pathways are examined as a basis for understanding the limitations imposed on the individual by specific visual disorders. The course assists students in the interpretation of ophthalmic and optometric evaluations for individualized educational program planning with students who are visually impaired. An overview of systems for vision stimulation, sight utilization and perceptual motor training is included. *Richard Jackson*

ED 384 Teaching Strategies for Students with Multiple Disabilities (F: 3)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have multiple disabilities, including deaf-blindness. The areas of gross motor, fine motor, and self-care are emphasized. Medical management of individuals with disabilities and the role of the educator in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement. *The Department*

ED 386 Introduction to Sign Longuage and Deafness (F, S: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling and American sign language. Theoretical foundations of total communication will be investigated. Issues related to deafness are presented. *The Department*

ED 389 Assessment of Children with Low Incidence Hondicops (F: 3)

The assessment process, including norm-referenced and criterion-referenced devices for students with severe handicapping conditions is the primary focus of this course. Observation schedules, functional vision and hearing assessments, and environmental inventories are addressed. The relationship of the individual education program (IEP) to the assessment process is stressed. Substantial field work is required in this course. *The Department*

ED 390 Movies ond Morolity

For educators and parents interested in character formation. How films can be utilized in the moral education curriculum or at home. The course will be based on recent developments in the area of narrative psychology. Specific films will be linked to specific virtues. Students should have access to a VCR. *Not offered 1992-93.*

Kirk Kilpatrick

ED 398 Working with Fomilies ond Humon Service Agencies (S: 3)

This course emphasizes work with parents of children with severe special needs. Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program. *Alec F. Peck*

THE WALLACE E. CARROLL SCHOOL OF MANAGEMENT

In order to meet an ever increasing demand for undergraduate liberal and professional education for the modern world of business, the College of Business Administration was inaugurated as an integral part of Boston College in 1938. The first freshman class of the College met in downtown Boston, but a rapid expansion of the program caused the College to be moved out to the Chestnut Hill campus in 1940. Following World War II, the College of Business Administration moved to its own new permanent building—Fulton Hall—which had been especially constructed for it on the main campus with well-equipped lecture halls, conference rooms, and its own large library. In the fall of 1957 the Graduate School of Business Administration was founded. In October, 1969, the Directors of the University voted to incorporate both schools into a School of Management with an Undergraduate and a Graduate Division. The name School of Management is in itself a reflection of our goals and objectives—to educate the managers and leaders of organizations, whether they be business, government, hospital or education oriented. The school was formally named for the late Wallace E. Carroll in March, 1989.



OBJECTIVES OF THE CARROLL SCHOOL OF MANAGEMENT

In recent years, a great deal of attention has been directed toward determining the most effective approach for the education of managers. Perhaps no other segment of the academic community has subjected itself to such penetrating self-analysis. The consequence of this effort is the recognition of the need for professional education based on broad knowledge rather than specialized training. There is a great need for managers who have the necessary psychological attitudes and professional skills to enable them to be effective in a world of change. Imaginative people must emerge who have an interest in processes and a desire to create new forms. If schools of management are to meet these needs, they must provide future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge. Thus, the challenge is in developing competence in the application of professional skills to the solution of the external as well as the internal problems of organizations.

The primary objective of the graduate and undergraduate management programs at Boston College is to provide a broad professional educa-

tion that will prepare the student for important management positions in business and in other institutions. In the development of persons who will assume significant professional responsibilities, it is absolutely essential that each student gain both an appreciation for the ethical and moral dimension of decision making and an understanding of the Jesuit tradition in this area. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. Toward this end, the undergraduate program of study is designed to accomplish the following goals:

1. *Liberal Education:* To provide students with a broad educational foundation of course coverage in arts and sciences, including English, mathematics, social sciences, history, the natural sciences, and competence in a foreign language at the intermediate level.

2. *Professional Core:* To develop in students a sound background knowledge of the concepts, processes, institutions, relationships, and methods of modern management.

3. *Advanced Professional Interest:* To allow students the opportunity to explore areas of professional interest through advanced course work in specific professional disciplines.

4. *Personal Development:* To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible leaders in business and in society.

REQUIREMENTS FOR THE DEGREE

The basic requirement for the Bachelor of Science degree is the completion of thirty-eight (38) one-semester, three-credit courses distributed over eight semesters of four academic years with a cumulative average of at least a 1.500. Within these thirty-eight courses is the University Core curriculum of liberal arts courses required of all students, the Management Common Body of Knowledge courses, a Management concentration of at least four courses, and electives.

The 38 courses required for graduation are listed below. Where a course number is given it is the number of the course most commonly taken to fulfill the requirement. For most requirements there are other courses (for example, Honors sections with different course numbers) that also fulfill the requirements. You should consult this Catalog, your faculty advisor, or the office of the Associate Dean if you have questions. In parentheses after each requirement is the year in which it is recommended the course be taken.

Arts and Sciences Courses

- 2 English Core (freshman)
- 1 MT 172 Finite Mathematics (freshman)
- 1 MT 173 Calculus (freshman)
or MT 100-101 Calculus I & II
or higher level calculus courses
- 2 European History Core (any year)
- 2 Natural Science Core (freshman or sophomore)
- 2 Philosophy Core (any year)
- 2 Theology Core (any year)
- 4 *Arts and Sciences electives (any year)

* Up to 4 courses may be needed to complete the foreign language requirement at the intermediate level.

Management Courses

- 1 EC 131 Microeconomics (freshman or sophomore)
- 1 EC 132 Macroeconomics (freshman or sophomore)
- 1 MC 021 Computers for Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (sophomore)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Management & Operations (junior)
- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4 CSOM concentration courses (junior, senior)

Electives

- 6 Electives (any year)

With the exception of MD 099 Strategy and Policy, all management core courses normally are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites for individual courses must be followed. Prerequisites for courses are listed in the individual course descriptions.

Foreign Language Requirement

All students graduating in May 1994 and thereafter must demonstrate proficiency at the intermediate level in a modern foreign language or in a classical language. Proficiency may be demonstrated by achieving a 500 on a College Entrance Examination Board Foreign Language (CEEB) Achievement Exam or a 3 or better on an Advanced Placement exam; by passing an exam administered by a language department at Boston College; by successful completion of two semesters of course work at the intermediate level, or by successful completion of one semester of course work at the advanced level. Fulfillment of the proficiency requirement by examination does not confer course credit. Language courses will count as Arts and Sciences electives. Students born and raised in countries where English is not the native language normally fulfill this proficiency requirement from information on their high school transcripts and by passing their Core English courses. Students with documented learning disabilities may be exempted from the foreign language requirement.

Students graduating before May 1994 are strongly advised to study a foreign language. Some foreign language courses are directed particularly to management students. For example, the Department of Romance Languages offers RL 321 Spanish for Business, and RL 320, Le Français des Affaires, in which special attention is given to vocabulary and conversation for business.

Common Body of Knowledge

To provide the student with the common body of knowledge in business and administration, the programs include as part of their course of instruction the following:

- a background of the economic and legal environments of business enterprise along with consideration of the social and political influences on business
- a basic understanding of the concepts and methods of accounting, quantitative methods, and information systems
- a study of organization theory, interpersonal relationships, control and motivation systems, and communications
- a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions of business enterprise
- a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

Concentrations

Students must complete a concentration in one of the following areas: Accounting, Computer Science, Economics, Finance, General Manage-

ment, Human Resources Management, Information Systems, Marketing, or Operations and Strategic Management. Students may also elect an option in Managerial Economics and Operations Research, which is jointly administered by the departments of Economics and Operations and Strategic Management. Students normally declare a concentration second semester sophomore year or during the junior year. Most concentrations require four courses beyond the core. However, Computer Science requires five courses; Accounting requires six. Students in these concentrations have fewer free electives. It is possible for students to complete more than one concentration, although this is not advised except in unusual situations.

Arts and Sciences Majors

For students who have a very strong interest in an area in Arts and Sciences it is possible to arrange to complete a major in the College of Arts and Sciences by utilizing their electives. For example, it is possible to graduate with a concentration in Finance and a major in Theology. Students interested in this option should contact both the Carroll School of Management Undergraduate Associate Dean and the Department Chairperson in the College of Arts and Sciences as early in their studies as possible.

The Carroll School of Management offers its undergraduates an integrated concentration in Management and Psychology. Persons interested in this concentration should contact the coordinator through the office of the Undergraduate Associate Dean as early as possible.

Foreign Study

Studying and living in another country enables students to broaden their horizons and experience a different culture. Carroll School of Management students are encouraged to spend at least a semester studying abroad. This is usually done in junior year. Students studying abroad normally take the equivalent of 5 Arts and Sciences or free electives. Each semester, students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully, so as to minimize the number of electives taken before junior year, if they are interested in studying abroad. All students interested in studying abroad should see the Foreign Study Office in 106 Gasson Hall early in their sophomore year and then the CSOM Undergraduate Associate Dean. In order to receive permission to study abroad, students normally need a 3.0 average.

Please Note: Boston College presently sponsors three programs where Boston College financial aid applies: University of Cork, Ireland; Sophia University, Tokyo, Japan; and one of the programs at University of Strasbourg, France. Other programs are currently being developed; for the latest information, see the Undergraduate Associate Dean, Carroll School of Management.

ACADEMIC REGULATIONS

Requirement for Good Standing

In order to remain in good standing, a student must maintain a cumulative average of C- (1.5) as the satisfactory standard of scholarship, and have

passed at least nine courses by the beginning of the second year, nineteen courses by the beginning the third year and twenty-nine courses by the beginning of the fourth year.

Academic Dismissal

At the end of each semester students who do not meet the academic standards of the Carroll School of Management are dismissed. Possible grounds for academic dismissal include:

1. Passing fewer than three courses in a semester
2. Passing fewer than eight courses in an academic year (except senior year)
3. Passing fewer than 18 courses by the end of sophomore year
4. Passing fewer than 28 courses by the end of junior year
5. A cumulative grade point average of below 1.500
6. Persons with any combination of 7 withdrawals and/or failures may be permanently dismissed.

External Courses

The only courses which a student, after admission to the Carroll School of Management, normally may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, College of Arts and Sciences, School of Education, and School of Nursing) in a regular course of study during the academic year. Any exceptions to this rule must be approved *in writing* by the Associate Dean *in advance*, before the courses are begun. Exceptions may be granted by the Associate Dean for official cross-registration programs, the Junior Year Abroad program, certain special study programs at other universities, courses in the Evening College, and summer school courses. Courses that are used to fulfill specific requirements in the University Core, Management Common Body of Knowledge, and Management Concentration must also be approved by the chairperson of the relevant department, as must all courses taken through the Evening College and Summer School. Courses not available at Boston College may be taken at certain other local universities with the permission of the Associate Dean.

A student must earn a grade of C- or better to receive credit for any course taken at another university. In some instances, the Associate Dean may stipulate a higher grade. After the course has been completed, the student should request the registrar at the host university to forward an official transcript to the Registrar's Office at Boston College.

Summer Courses

Summer courses are considered external courses, as indicated above. There are four basic reasons for which students may be permitted to take summer courses:

1. To make up for a past failure, withdrawal, or underload
2. To allow for a lighter course load in the future (one course)
3. To enable a student to fulfill a second major or concentration
4. For enrichment

Students are not allowed to take summer courses to accelerate their date of graduation. Students may not take more than three courses

in any one summer. Students who attend summer school normally take Arts and Sciences electives.

Students who take courses in the summer normally enroll at Boston College Summer School. However, this is not always feasible, so sometimes it is possible to attend summer school at another four-year accredited college or university. In rare cases, students may be allowed to take certain management courses at other business schools. Normally, these business schools must be accredited by the American Assembly of Collegiate Schools of Business.

Summer school courses must have prior approval from the appropriate department chairperson and from the Associate Dean. A student who wishes to attend summer school should complete the following steps:

1. Pick up a summer school approval form in Fulton 306B.
2. Obtain a copy of the catalog of the summer school he or she wishes to attend. The catalog should contain a description of the courses and an indication of the number of hours each course meets per week and the number of weeks in the summer school term. (Each course should meet for at least 35 class hours, including final exam, spread out over at least 6 weeks.)
3. Have the form approved by the chairperson of the corresponding Boston College academic department (for example, Theology or Finance.)
4. Then have the form approved by the CSOM Undergraduate Associate Dean.

This process must be completed *before* the course is taken. It is usually completed in April.

Final Examinations

The final examination schedule for most courses is set before classes begin. Courses with multiple sections may have common departmental final examinations at a date and time determined by the Registrar's Office during the semester. Students with three final examinations scheduled for the same day are entitled to take a makeup exam at a later date during exam week. If one of the three exams is a common departmental exam, this is the exam that is taken at the later date.

Pass/Fail

In general, University Core and Carroll School of Management courses may not be taken by any student on a Pass/Fail basis. The only courses that are acceptable for Pass/Fail are electives taken in the College of Arts and Sciences, School of Education, or School of Nursing. Carroll School of Management students must receive the written permission of the instructor and the Associate Dean in order to take a course Pass/Fail. Approval will be given only during the registration and Drop/Add periods.

Class Attendance

Attendance at class is obligatory for all freshmen except those on the Dean's List. The administrative penalty for those with excessive absences is loss of credit for the course(s) involved. Further details concerning this rule will be found in the University *Student Guide*. Attendance in class for the other years is free and is left to the maturity and responsibility of the individual student; however, certain courses because of their special approach require attendance, e.g., MD 099–Strategy and Policy.

In cases of prolonged absence due to illness, injury, or other significant reasons, a student or a member of his or her family should communicate with the Dean for Student Development and the Associate Dean of the Carroll School of Management as soon as the prospect of prolonged or extended absences becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean of the Carroll School of Management as soon as the student's health and other circumstances permit.

Normal Program

The normal program for freshmen, sophomores, and juniors is five courses each semester; for seniors four or five courses. Students must be registered for at least four courses per semester to be considered full time.

Acceleration

After being in residence for at least three semesters, and at least two full semesters prior to the proposed date of graduation, students may apply to the Dean of the Carroll School of Management to accelerate their degree program by one or two semesters. Students must present a minimum cumulative average of 3.0; they will be considered for approval only for exceptional reasons. The University policies regarding accelerated programs, once approved, also require that any course intended for acceleration must be taken at Boston College and must be authorized by the Associate Dean. Students transferring into Boston College with first semester sophomore status or above are not eligible to accelerate their program of study. Any overload courses taken for acceleration will carry an extra tuition charge. A sixth course may be taken by students who have a cumulative average of B (3.0) and have the permission of the Associate Dean. Course credit will not be granted for students who do not have permission prior to registering for the course.

Leave of Absence

A student in good standing who desires to interrupt the normal progress of an academic program and wishes to resume studies at Boston College within a year may petition for a leave of absence. The process begins in the Office of the University Registrar. A leave of absence will not normally be granted to students who expect to do full-time academic work at another institution, and will be extended for no more than one year, although petition for renewal is possible.

Academic Integrity

All students are expected to maintain the highest standards of personal integrity and honor in all their academic activities. Students who violate these standards are subject to disciplinary action by a professor, and may be subject to further action after a hearing by a board of peers and faculty.

An Academic Integrity Board composed of both students and faculty investigates breaches of academic integrity (cheating, plagiarism, etc.) referred by either students or faculty. After reviewing a case the Board makes a recommendation to the Associate Dean who can then take disciplinary action which may include suspension or expulsion.

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science are awarded in three grades according to the cumulative average attained by full-time attendance: *Summa cum Laude*, with Highest Honors, will be awarded to the top 4.5% of the graduating class, *Magna cum Laude* to the next 9.5% and *Cum Laude* to the next 15%. Juniors in the top 5% of their class and seniors in the top 10% of their class are eligible for election to the national business honorary society *Beta Gamma Sigma*.

SPECIAL PROGRAMS

Management Honors Program

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the Program. Throughout the Program a participant is expected to remain on the Dean's List and actively participate in planning and executing Program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world. A brochure giving more complete details regarding requirements and activities will be mailed on request.

Students in the Honors Program must take MH 126, Management Communication Skills, and MH 199, the senior Honors Thesis. (See the Honors Program section for course descriptions.) These two courses are in addition to the 38-course requirement for the degree.

Minors

The interdisciplinary College of Arts and Sciences minors are also available to CSOM students. For details of these minors, refer to the "Minors" section under the College of Arts and Sciences.

Minor in International Studies for Management

Students majoring in the Carroll School of Management may also elect a minor in International Studies for Management. Students choose a country, or area (e.g., the European Community), study or intern for at least one semester (or equivalent) at a university in that country, and take five (5) international courses. Two courses must be taken, one from each of the following groups: 1) International political systems and political economy (PO 501 or PO 525); 2) International trade and finance (EC 371 or EC 372); 3) International or comparative cultures (SC 491 or PS 145). In addition, one language course beyond the intermediate level is required. The other two courses should relate to the current cultural, political, economic or business environment of the chosen country, and would normally be taken abroad. Full details are available from the Associate Dean's office. Students should submit an International Minor Proposal Form to the dean for approval by the end of the registration period in fall or spring semester for study abroad in the following semester.

Pre-Professional Studies for Law

Although there is no prescribed academic program which can be considered "pre-legal," the Carroll School of Management does provide an opportunity for the student to develop analytical powers and a capacity in both oral and written expression in a number of "Case-type" courses.

Of prime importance to the pre-law student, then, is the development of clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social and economic problems related to the administration of justice in modern society.

Through its curriculum, which blends the liberal arts with professional course work, the Carroll School of Management offers an ideal opportunity to develop these qualities. Pre-professional students interested in law should contact Associate Dean J. Joseph Burns of the College of Arts and Sciences, the pre-law advisor.

Loyola Lectures

Throughout the academic year Boston College is the host to national and international authorities not only in business, but in government, literature, religion, the arts, science, human relations and law. The University, the colleges and departments sponsor the visits of the renowned in these fields to give the students an added dimension to their collegiate careers. The Carroll School of Management is the sponsor of the Loyola Lecture Series. Each year two national or international figures are invited to the campus for the purpose of stimulating provocative discussions on national and international affairs. Recent speakers included Father Umberto Almazan, Dr. Tran Van Chuong, F. Lee Bailey, Ralph Nader, Jack Anderson, Senator Paul Tsongas, and Andrew Young.

The Ethics Initiative

The ethics initiative is intended to be a series of courses and modules integrated into regular Carroll School of Management courses concerned with ethical issues in business and management. Over time, there are expected to be a number of offerings under this heading. The course below is offered for CSOM freshmen in the fall of 1992.

MM 011 Introduction to Ethics (S: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and basic concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas. This is a one-credit course that may be taken as a sixth course. The course does not count as one of the 38 courses required for graduation. There is no additional tuition charged.

Jeffrey Cohen

James Gips

Richard Nielsen

Edward Trunfio

Senior Awards and Honors

The Reverend Thomas I. Gasson, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses of study during the four years in the School of Management.

The Patrick A. O'Connell Marketing Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Marketing.

The Patrick A. O'Connell Finance Award: A Gold Medal founded by Patrick O'Connell for excellence in all courses studied in the major field of Finance.

The John B. Atkinson Award: Founded by Mr. John B. Atkinson for excellence in all courses studied in the major field of Management.

The Reverend Charles W. Lyons, S.J. Award: A Gold Medal founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Andersen Consulting Award: In Computer Science. Awarded to the student who, by the vote of the Department Faculty, has demonstrated outstanding achievement in the major field of Computer Science.

The James D. Sullivan, S.J. Award: A gift of the Student Senate of the School of Management is awarded to the senior who, in the judgment of a faculty committee, is outstanding in character and achievement.

The Matthew J. Toomey Award: Presented annually by Mr. Knowles L. Toomey to honor the outstanding student in the School of Management Honors Program.

The Wall Street Journal Award: A recognition of achievement award and a year's subscription to the Wall Street Journal given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

A C C O U N T I N G

FACULTY

Arthur L. Glynn, *Professor Emeritus*; M.B.A., Boston University; J.D., Boston College Law School

Louis Corsini, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A., Massachusetts

Ronald Pawliczek, *Associate Professor*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor, Chairperson of the Department*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Frederick J. Zappala, *Associate Professor*; B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Jeffrey R. Cohen, *Assistant Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Stanley J. Dmohowski, *Assistant Professor*; B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Theresa Hammond, *Assistant Professor*; B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin

The William I. Lee Accounting Award: An annual award given by the North Shore Region of the Greater Boston Association of Accountants to a high-ranking senior accounting major.

The Raymond J. Abernethy Award: Given annually to the outstanding senior majoring in Finance. The nominees are voted upon by the seniors in the Academy and final selection is made by a student-appointed faculty interviewing committee. The award represents the recognition of one's own peers as being a leader in his or her field.

The James E. Shaw Memorial Award: An award given to a senior in the School of Management who has been accepted to a recognized Law School, and who has demonstrated a strong personal interest in the welfare of fellow students. The recipient is selected by a faculty committee of the School of Management.

The Hutchinson Memorial Award: A plaque presented by the American Marketing Association, Boston Chapter, to the outstanding marketing student for academic and extracurricular achievement.

Dennis Hanno, *Assistant Professor*; B.B.A., University of Notre Dame; M.S., Western New England College, Springfield; Ph.D., University of Massachusetts, Amherst

Gil J. Manzoni, *Assistant Professor*; B.S., Bentley College; D.B.A., Boston University

Billy Soo, *Assistant Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Lisa R. Soo, *Assistant Professor*; A.B., Brown University; D.B.A., Boston University

Progyan Basu, *Instructor*; B.E., Jadavpur University, India; M.B.A., University of Missouri, Kansas City; Ph.D.(cand.), University of Nebraska, Lincoln



PROGRAM DESCRIPTION

The objective of the curriculum sequence is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations or government. The program of study emphasizes the conceptual foundations of accounting, methods and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

Courses Required for a Concentration

Junior Year

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis
- MA 309 Audit and Analysis of Information Systems (may be taken in senior year)

Senior Year

- MA 402 Theory and Contemporary Issues in Accounting
- MA 405 Federal Taxation

Electives

- MA 351 Corporate Reporting and Statement Analysis
- MA 399 Research Seminar in Accounting
- MA 401 Financial Accounting Standards and Theory III
- MA 408 Financial Auditing

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants contact the state they plan to practice in concerning the educational requirements of that state. Many states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. The faculty of the Department is available for advising on how best to fulfill these requirements.

COURSE OFFERINGS

MA 021 Financial Accounting (F, S: 3)

This course develops an understanding of the basic elements of financial accounting, and of the role of accounting in society. Students are introduced to financial statements and the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. Skills necessary to analyze business transactions, prepare and comprehend financial statements, and examine a firm's profitability and financial condition are developed. *The Department*

MA 022 Managerial Accounting (F, S: 3)

Prerequisite: MA 021

This course builds upon MA 021 in the study of the usefulness of accounting information for managerial decision-making in the areas of analysis, planning and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized. *The Department*

MA 301 Financial Accounting Standards and Theory (F, S: 3)

Prerequisite: MA 022

This is the first course of a four-course sequence which addresses in a comprehensive manner financial accounting and reporting standards. Throughout these four courses, emphasis is given to the application of accounting theory in the development of general purpose financial statements. In this first course, asset valuation and income measurement issues are explored.

Kenneth Schwartz

Billy Soo

Gregory Trompeter

MA 302 Financial Accounting Standards and Theory II (F, S: 3)

Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as intercorporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Gil Manzon

Ronald Pawliczek

MA 307 Managerial Cost Analysis (F, S: 3)

Prerequisite: MA 022

This course examines quantitative tools used in managerial planning and control systems, with emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.

Jeffrey Cohen

Ronald Pawliczek

Billy Soo

MA 309 Audit and Analysis of Information Systems (F, S: 3)

Prerequisites: MA 301, MC 022, EC 151

This course examines contemporary auditing theory and practice, with an emphasis on the control of computerized accounting systems. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications. Project assignments require students to perform various aspects of audit practice using simulated audit cases.

Progyan Basu

MA 399 Research Seminar (F, S: 3)

Prerequisite: Permission of instructor

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the

student develop an area of expertise in the field of accounting and to foster the development of independent research skills. *Kenneth Schwartz*

MA 401 Financial Accounting Standards and Theory III (F, S: 3)

Prerequisite: MA 302

This course examines accounting for not-for-profit organizations pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered. Ethical issues related to various reporting choices are considered via several case studies. *Ronald Pawliczek*

MA 402 Theory and Contemporary Issues in Accounting (F, S: 3)

Prerequisite: MA 302

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues which affect the standard setting process. The method of teaching is designed to develop and improve the student's communication and interactive skills, as well as increase the student's understanding of technical material.

Theresa Hammoud

Gregory Trompeter

MA 405 Federal Taxation (F, S: 3)

Prerequisite: MA 301

The primary goal of this course is to develop an understanding of the basic provisions of the federal income tax laws. All taxable and tax-reporting entities are discussed, with emphasis on the tax treatment of individuals, corporations, and partnerships. The course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Dennis Hannon

B U S I N E S S L A W

FACULTY

Frank J. Parker, S.J., *Professor;* B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

David P. Twomey, *Professor, Chairperson of the Department;* B.S., J.D., Boston College; M.B.A., University of Massachusetts

Alfred E. Sutherland, *Associate Professor;* B.S., A.M., J.D., Boston College

S. Anita Ryan-Webster, *Assistant Professor;* B.A., J.D., Boston College



COURSE OFFERINGS

MJ 021 Law I-Introduction to Law and Legal Process (F, S: 3)

This course is an introduction to law, legal institutions and the legal environment of business involving fundamental principles of justice and ethics. The course includes an examination of the substantive law of contracts and regulations of administrative agencies. Legal aspects of international business are examined in this increasingly important area.

The Department

MJ 022 Law II-Business Law (F, S: 3)

Prerequisite: Law I (MJ 021)

The course examines the Uniform Commercial Code with respect to the law of sales, commercial paper, creditors rights and secured transactions. Partnerships, corporations, bankruptcy, real

property, wills, trusts, estates, personal property, bailments and agency are included.

Recommended for Accounting and Marketing students. Required for those taking the C.P.A. Examinations in New York. *The Department*

MJ 031 Introduction to Law-Honors (F, S: 3)

This course is a more rigorous version of MJ 021 designed for honors students. The same material will be covered but additional work in the form of a second research paper and additional current cases will be assigned. *David P. Twomey*

MJ 148 International Law (F, S: 3)

The purpose of the course is to provide the student with an understanding of the basic legal relationships among individuals, business enterprises and governments in the world community. The course examines the nature and historical sources of international law, treaties, international organizations including the United Nations and the European Economic Community, and the rights and duties of diplomatic and consular officials. *Alfred E. Sutherland*

MJ 152 Labor Law (F, S: 3)

Introductory considerations pertaining to organized labor in our society. Examination of the process of establishing collective bargaining, including representation and bargaining status under the Railway Labor Act and the National Labor Relations Act. Class discussion of the leading cases relevant to the legal controls which are ap-

plicable to intra-union relationships and the legal limitations on employer and union economic pressures. Additional topics studied are the law of arbitration, fair employment practices, law of public sector collective bargaining, and employee safety and health law. Students are required to submit a research paper on a current Labor Law topic. *David P. Twomey*

MJ 154 Insurance (S: 3)

The course is designed to acquaint the student with the fundamental legal, actuarial and financial principles of insurance as applied to modern business requirements involving a study of life, property and casualty insurance. Legal aspects of the insurance contract as the principal instrument of risk management are analyzed thoroughly. The role of the federal and state governments with respect to social security, unemployment and worker's compensation and insurance regulations is examined carefully. *Patricia Norton*

MJ 156 Real Estate (F, S: 3)

The course examines the legal nature and forms of real estate interests, conveyancing of real property rights, brokerage operations, valuation and appraisal process, mortgage financing, principles of real estate, tax aspects, land development, management of real estate properties, and government involvement in public policy considerations of land use. *Frank J. Parker, S. J.*

Richard J. Monahan
Albert Sullivan

MJ 161 Corporate and S.E.C. Law (F, S: 3)

The course examines the role of the corporation in modern society and the factors affecting choice of the form of business organization including corporations, partnerships and trusts, corporate governance and the fiduciary obligations of directors and officers. The developing body of federal securities law is explored, including analysis and evaluation of the Securities and Exchange Commission and its regulations. The professional and legal responsibilities of accountants, particularly with regard to financial and registration statements are critically examined. *Alfred E. Sutherland*

MJ 631 African Business (F: 3)

A survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined. *Frank J. Parker, S. J.*

COMPUTER SCIENCE

FACULTY

Peter G. Clote, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

Richard B. Maffei, *Professor*; B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

James Gips, *Associate Professor*; B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

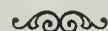
Peter Kugel, *Associate Professor*; A.B., Colgate University; Ph.D., Harvard University

Michael C. McFarland, S.J., *Associate Professor, Chairperson of the Department*; A.B., Cornell University; T.H.M., M.Div., Weston School of Theology; M.S., Ph.D., Carnegie-Mellon University

C. Peter Olivieri, *Associate Professor*; B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Radha R. Gargeya, *Assistant Professor*; B.E., Andhra University, India; M. Tech, Ph.D., Indian Institute of Technology; Ph.D., Illinois Institute of Technology

Robert P. Signorile, *Assistant Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University



PROGRAM DESCRIPTION

The Computer Science Department offers, in cooperation with the Department of Mathematics, a major in Computer Science for students in the College of Arts and Sciences and two concentration programs in Information Systems and in Computer Science, primarily for students in the Carroll School of Management. In addition, the department offers an elementary course (MC 021) for students who want to learn enough about computers to use them effectively in their work; this course is required for students in the Carroll School of Management and is open to all students in the University. Some course work in Computer Science is also required for the minor in Cognitive Science in the College of Arts and Sciences, and for two specialization programs with the School of Education.

The Computer Science major consists of ten courses in Computer Science and four semesters of Mathematics. For more detailed information, see the Computer Science section in the Arts and Sciences section of this Catalog. Information on the minor in Cognitive Science may be found under "Minors" in the Arts and Sciences section.

Students in the School of Education may obtain a specialization in Computer Science by taking the courses Computer Science I and Computer Science II. Carroll School of Management students concentrating in Computer Science may obtain a specialization in education by taking ED 628 and ED 666.

The requirements for the concentration programs in the Carroll School of Management are described below. These concentration programs are available to students in the College of Arts and Sciences. These students must obtain a letter from the Chairperson of the Computer Science Department certifying completion of the program to ensure proper entry on their transcripts.

Courses Required for the CSOM Information Systems Concentration

The CSOM Information Systems (IS) concentration is intended for students who are interested in computer systems in a business setting. The courses emphasize the practical problems of developing and maintaining computer systems that meet an organization's need and further its objectives. The Information Systems concentration is appropriate as a primary concentration for CSOM students; it is also appropriate as a second concentration for students whose primary concentration is another CSOM concentration such as Finance, Accounting, or Marketing. The IS concentration consists of four courses beyond MC

021 including three required courses and an elective:

- MC 140 Computer Science I
- MC 252 Systems Analysis
- MC 254 Business Systems
- Any Computer Science elective

Courses Required for the CSOM Computer Science Concentration

The Computer Science (CS) concentration emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions and to go on for graduate study in Computer Science.

The CS concentration consists of five required courses beyond MC 021:

- MC 140 Computer Science I
- MC 141 Computer Science II
- MC 260 Computer Organization and Assembly Language
- Any two Computer Science courses numbered 300 and above

COURSE OFFERINGS

MC 021 Computers in Management (F, S: 3)

Prerequisite: None

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students learn to use a variety of application packages including spreadsheets, word processors, database systems, and programming languages. They also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use.

The Department

MC 140 (MT 550) Computer Science I (F, S: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the language Pascal; good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

MC 141 (MT 551) Computer Science II (F: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming, in particular the use of linked storage and recursive subprograms. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.) both in terms of their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures.

The Department

MC 252 Systems Analysis (F, S: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

This course deals with the life cycle of information systems from their conception through

their eventual replacement. The requirements of the system must be determined. The system and its files and databases must be designed. The programming and other parts of its implementation must be managed so that they will be completed on time and so that the product serves the needs of its users. The system must be maintained once it is implemented. The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process.

The Department

MC 254 Business Systems (F, S: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

Business is the major user of computer systems today. This course deals with the main ideas used in systems for business applications. A major focus of this course is the efficient and reliable handling of large amounts of data in files. A variety of file organizations and access methods are discussed. Students learn to program in a widely-used language (such as COBOL or a fourth-generation language) for developing information systems.

The Department

MC 260 (MT 572) Computer Organization and Assembly Language (F: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

This course is a study of the organization of computers at the "low level" of the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations, complex data structures and subroutine linkage; and the functioning of assemblers and linkers. Students will write programs in the assembly language of a particular computer.

The Department

MC 357 Database Systems (F: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

An introduction to database systems. Topics include: the network, hierarchical and relational models, the theoretical basis for the relational model, relational query languages, user interfaces, security, concurrency control and distributed database systems.

The Department

MC 359 Artificial Intelligence (S: 3)

Prerequisite: Computer Science I (MC 140/MT 550)

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence, the branch of Computer Science that tries to get computers to do things that, when they are done by human beings, are thought to require intelligence. This course deals with programs that play games (like chess or checkers), that solve problems, that understand natural languages such as English, and that can see things in their environments. Programs based on ideas from Artificial Intelligence are being increasingly used in business, education, medical and scientific applications and other applications areas. The ideas involved in Artificial Intelligence now play an

important role in scientific studies of the human mind.

The Department

MC 371 Compilers (S: 3)

Prerequisite: Computer Science II (MC 141/MT 551)

Compilers are programs that make high level programming languages, like Pascal and COBOL, possible by translating programs in such languages into machine code or some other easy-to-process representation. This course deals with the principles and techniques used in the design of compilers. The same principles play an important role in the design of other software, such as text editors, natural language processors and vision systems. Topics include lexical analysis, parsing, translation and code optimization.

The Department

MC 372 Computer Architecture (F: 3)

Prerequisite: MC 260/MT 572

In this course we will uncover the secrets of the digital computer. We will investigate how computer hardware works and what goes into the design of a computer. Topics considered will include instruction sets, digital technology, data path design, microprogramming and control, computer arithmetic, memory structures and input/output.

The Department

MC 373 Robotics (F: 3)

Prerequisite: MC 260/MT 572

Robots now play an important role in our factories and, in the coming years, may play an important role in our homes. This is a "hands-on" laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several small assignments and a major project using the robots in the B.C. Robotics Laboratory.

The Department

MC 374 Topics in Computer Science (S: 3)

Prerequisite: Computer Science I

This course may differ each time it is offered. Each instance of it will provide an in-depth treatment of an area not covered in the regular curriculum. Topics covered will be announced just before registration. This course may be taken up to two times for credit.

The Department

MC 383 (MT 583) Algorithms (F: 3)

Prerequisites: Computer Science II (MC 141/MT 551) and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

The Department

MC 385 (MT 585) Theory of Computation (S: 3)

Prerequisites: Computer Science II (MC 141/MT 551) and either Discrete Mathematics, MT 420, MT 426, or MT 445.

This course is an introduction to the theoretical foundations of computing, through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, Turing machines and undecidable problems, and computational complexity.

The Department

E C O N O M I C S

MC 399 Readings in Computer Science

Independent reading and research for students who wish to study topics not covered in the regular curriculum. Arrangement with a faculty supervisor and the permission of the department are required for registration. *The Department*

600-Level Electives (Open to Graduates and Undergraduates)

MC 611 Digital Systems Laboratory (S: 3)

Prerequisites: Assembly Language, one year of college-level Mathematics including one term of Discrete Mathematics.

This course studies the hardware underlying all computer systems. As a result of this course, students should be able to analyze, build and troubleshoot simple digital circuits; understand at the gate level the operation of a microprocessor; and design and build the interface circuitry needed for microcomputer monitoring and control of real-time systems. Topics include combinatorial and sequential circuits, elementary analog circuit theory, register-transfer level building blocks, input/output circuits, and microprocessor interfacing and systems design. *The Department*

MC 690 Ethical Issues in Computer Use (S: 3)

Prerequisites: An introductory computer course or equivalent experience.

General principles of ethical decision making and their applications to computer use. Topics include: privacy of information, security, ownership of information and software piracy, computers in the workplace, software liability, and the military use of computers. *The Department*

MC 699 Topics in Computer Science (F, S: 3)

This course, open to graduate and advanced undergraduate students, presents in-depth treatments of various topics in computer science not covered in the regular curriculum. Offerings vary each semester depending on the interests of students and faculty, and the availability of support resources. *The Department*

Other courses offered occasionally by the Computer Science Department include:

MC 362 Operating Systems

MC 622 Prolog

MC 644 Scientific Computation

MC 697 Object-oriented Programming

MC 652 Microcomputer Systems

Information concerning these courses can be obtained from the Department Chairperson.

The major in Economics provides a critical examination of how the economic system works in a Western mixed economy. Required courses in micro and macro theory build on the analytical foundations developed in Principles of Economics, and electives permit further study in a wide range of fields. Electives include money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, economic history, capital theory and finance, comparative economic systems, labor economics, econometrics, industrial organization, consumer economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, and public policy analysis. The major provides a general background which is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. The required courses in micro and macro theory are offered both semesters and may be taken in either order.

Course descriptions for Economics can be found in the Arts and Sciences section of this Catalog.

Junior Year

• *First Semester:* Microeconomic Theory 201 or 401

• *Second Semester:* Macroeconomic Theory 202 or 402

Senior Year

• *First Semester:* Economics Elective

• *Second Semester:* Economics Elective

Concentration in Managerial Economics and Operations Research

This concentration ties together the concepts that students learn in economic theory with practical business applications and cases. It provides the student with the opportunity to combine courses in economics with quantitatively-oriented management courses. The student who finishes this concentration will be able to apply a wide variety of analytical tools from the disciplines of statistics, economics, and operations research, to understand real-world management problems.

Junior Year

• *First Semester:* Microeconomic Theory 201 or 401

• *Second Semester:* Macroeconomic Theory 202 or 402; Operations Research and Economic Analysis (MD 350)

Senior Year

• *First Semester:* Elective

• *Second Semester:* Elective

Electives for the concentration in Managerial Economics and Operations Research must include two courses selected from those listed below with approval of the Operations and Strategic Management Department.

EC 428 Econometrics

MD 250 Decision Analysis

MD 384 Applied Statistics

MD 604 Management Science

MD 606 Forecasting Techniques

F I N A N C E

FACULTY

Edward J. Kane, *Cleary Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Mya Maung, *Professor*; A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Robert Taggart, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehranian, *Professor, Chairperson of the Department*; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

George A. Aragon, *Associate Professor*; A.B., University of California at Los Angeles; D.B.A., Harvard University

Laurence M. Benviniste, *Associate Professor*; B.S., University of California, Irvine; Ph.D., University of California, Berkeley

Clifford G. Holderness, *Associate Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

John G. Preston, *Associate Professor*; B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Elizabeth Strock, *Associate Professor*; B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst

Nickolaos G. Travlos, *Associate Professor*; B.S., University of Athens, Greece; M.B.A., M.Phil., Ph.D., New York University

Kathleen Hevert, *Assistant Professor*; B.S., University of Delaware; Ph.D., University of North Carolina at Chapel Hill

Robyn McLaughlin, *Assistant Professor*; B.A., Swarthmore College; M.B.A., University of Michigan; Ph.D., Massachusetts Institute of Technology

Timothy S. Mech, *Assistant Professor*; B.A., Indiana State University; M.S., Ph.D., University of Rochester

Hamid Mehran, *Assistant Professor*; B.A., Gilan College of Management; Ph.D., University of North Carolina, Chapel Hill

Manoj Singh, *Assistant Professor*; B.Tech., Indian Institute of Technology, Kanpur; M.S., Ph.D., Purdue University

William J. Wilhelm, *Assistant Professor*; B.B.A., M.A., Wichita State University; Ph.D., Louisiana State University



PROGRAM DESCRIPTION

Financial management involves efficiently managing the flow of funds within an economic entity found in the four categories set forth below. Such management includes methods for the provision of funds and the allocating or investing of these funds on both a short-term and a long-term basis. The manager must be aware of and apply decision making tools and techniques to the limited resources of the economic entity. Financial management has wide application to all economic entities—households, private business firms, non-profit institutions, and government agencies—all of which must deal with the continual flow of funds. The manager must also be aware of the constraints and economic limitations within which the economic entity must operate. The management problems associated with each of these sectors define areas of finance that are popularly known as personal financial management, corporate financial management, not-for-profit financial management, and government or public finance.

The Finance Department has designed its courses to prepare the student for competency in the financial managerial role in the four areas set forth below. Because of the School of Management's traditional orientation towards large private firms, corporate financial management is emphasized in the program designed for the concentrators, but the tools, techniques, and analytical processes taught are applicable to all sectors.

The decision-making process within the firm is covered in courses on corporate finance, investments, tax factors, and other courses focusing on financial management in specialized sectors such as government, education, or multinational firms. The financial environment in which the manager must operate is covered in courses on financial institutions, financial instruments, and money and capital markets. A balance of both types of courses is required for a concentrator in Finance. In all courses, students are expected to develop and apply the analytical skills involved in identifying problems, proposing and evaluating solutions, and ultimately making a management decision.

Career opportunities in finance are varied, ranging from line management functions to advisory staff positions, and encompass all industrial groups. Although any industrial classification scheme is somewhat arbitrary, it may be useful to identify four general sectors in which the financial manager may find himself.

- *Financial Institutions*: they include commercial banks, savings banks, credit unions, and the wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks and one-stop providers of such services.

- *Manufacturing Firms*: they include privately held and publicly-owned firms large and small that sell goods ranging from standardized products to high technology systems.

- *Service Firms*: they include areas directly related to the finance function itself such as public accounting and financial consulting firms, as well as areas which incorporate finance as a necessary function of their operations, i.e., retailing, tourism, or entertainment.

- *Not-for-Profit or Government Firms/Agencies*: they include entities providing services in health care, education, social services, the arts, etc.

These sectors share a common denominator in terms of the skills, tasks and functions involved in the financial management position. Students are encouraged to talk to people active in specific areas of interest in order to gain insights into the unique opportunities and challenges of the specific field. The Finance Department attempts to facilitate such a student-professional interchange through an alumni advisement system which supplements normal faculty advisement.

The Undergraduate Concentration in Finance

In order to fulfill basic finance concentration requirements, the undergraduate finance concentrator must successfully complete a *minimum* of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

1. Basic Finance—MF 021
2. Financial Analysis and Management—MF 127 (MF 021, Basic Finance, is a prerequisite for this course.)
3. Investments—MF 151 (MF 021, Basic Finance, is a prerequisite for this course.)
4. Financial Policy—MF 225 (MF 127, Financial Analysis and Management, is a prerequisite for this course.)
5. Student-selected departmental elective. Students may select one of the following courses.
 - Money and Capital Markets—MF 132 (*pre-requisite*: MF 021)
 - Management of Financial Institutions—MF 157 (*pre-requisite*: MF 021)
 - Commercial Bank Management—MF 158 (*pre-requisite*: MF 021)
 - Tax Factors in Business Decisions—MF 167 (*pre-requisite*: MF 021)
 - Financial Management of Multinational Corporations—MF 230 (*pre-requisite*: MF 021)
 - Small Business Finance—MF 205 (*pre-requisites*: MF 021, MF 127)
 - Real Estate Finance—MF 207 (*pre-requisite*: MF 021)
 - Individual Directed Study—MF 299 (*pre-requisites*: MF 021, Senior status, permission of faculty member and Department Chairperson)

For scheduling purposes, these requirements and their associated prerequisites necessitate the following courses to be taken in sequential order.

- Basic Finance—MF 021
- Financial Analysis and Management—MF 127

- Investments—MF 151
- Financial Policy—MF 225

The remaining requirement and any additional electives may be taken at any time after the successful completion of Basic Finance—MF 021 (as long as any other special prerequisites have also been completed).

COURSE OFFERINGS

MF 021 Basic Finance (F, S: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis and working capital management. Financial markets and institutions covers the role of financial intermediaries and instruments as they function in a complex economic system. The teaching method will be a combination of lectures, problems, and case discussions.

Lawrence Benveniste
Frank Campanella
Kathy Hevert
Cliff Holderness
Mya Maung
Timothy Mech
John G. Preston
Elizabeth Strock
Hassan Tebranian

MF 031 Basic Finance—Honors (F: 3)

Prerequisite: MA 021

This course is a more rigorous version of MF 021 designed for honors students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

Hamid Mebran

MF 127 Financial Analysis and Management (F, S: 3)

Prerequisite: Management Core

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing and long term finance. The teaching method will be a combination of lectures, problems and cases.

George Aragon
Robyu McLaughlin
Hamid Mebran
Hassan Tebranian

MF 132 Money and Capital Markets (S: 3)

Prerequisite: Management Core

This course is designed to teach the students the nature, roles and functions of financial markets and other institutions in the context of funds flows. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they impact on the performance of financial markets.

Mya Maung

MF 151 Investments (F, S: 3)*Prerequisite:* Management Core

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.

*Frank Campanella**Alan Marcus**Manoj Singh**William Wilhelm***MF 157 Management of Financial Institutions (F, S: 3)***Prerequisite:* MF 021, Basic Finance

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

*William Wilhelm***MF 158 Commercial Bank Management (F, S: 3)***Prerequisites:* MF 021, Basic Finance

Detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans will be explored, as well as bank investment accounts and their relationship to profitability and liquidity.

*Edward Kane**Mya Maung***MF 205 Small Business Finance (F, S: 3)***Prerequisite:* MF 127, Financial Analysis and Management

This course applies the tools and concepts covered in MF 127, Financial Analysis and Management, to the financial management of small businesses. It will focus on the issues and problems that are unique to the financial decision-making process in a small business. The teaching methods will be a combination of lectures and discussions of readings and cases.

*Malcolm Persen***MF 207 Real Estate Finance (F, S: 3)***Prerequisite:* MF 021 Basic Finance

The objective of this course is to provide an introduction and understanding of real estate finance which is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth (owner's equity) of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

Andrew Glincher
*Joseph Peek***MF 225 Financial Policy (F, S: 3)***Prerequisite:* MF 127

The initial phase (approximately first 40%) of this course extends MF 127's treatment of a firm's investment, financing, and dividend decisions. Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends.

Although some cases may be employed during this segment, emphasis will be on lectures, readings, and problems. The second phase will deal almost exclusively with cases designed to provide an opportunity to: 1) apply the principles covered during the first segment; 2) integrate the firm's financial decisions; 3) demonstrate the relationship between corporate finance and other sub-fields of finance; 4) introduce the notion of financial strategy; 5) show the relationship between finance and other management functions.

*George Aragon**Timothy Mech**John Preston***MF 230 International Finance (F, S: 3)***Prerequisite:* Management Core

This course is designed to familiarize the student with financial management problems and opportunities in a multinational corporation. Topics such as sources and uses of funds, working capital management, and capital budgeting are all discussed in light of such multinational complexities as foreign exchange risk, multiple legal and political jurisdictions, and differential government and environments of trade are also studied. Lecture, class discussion, problems, and cases will be employed.

*Mya Maung***MF 299 Individual Directed Study (F, S: 3)**

Prerequisite: Permission of the faculty member and the Department Chairperson to a student of Senior status in the School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to the student who has demonstrated 1) an extremely strong interest in some particular area of Finance, and 2) a strong self-motivation and self-discipline in previous studies. It is required that the student will present the results of research to a faculty group of the Department towards the end of the semester. The permission of the Department Chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

*The Department***MF 364 Monetary Policy and the Business Cycle (F: 3)***Prerequisite:* Management Core

The course has two objectives. First, to give the student a good grounding in Monetary Theory—to understand how monetary policy impacts the real economy and the price level. Second, the student should gain a knowledge of the complexity of decision-making on Monetary Policy in the light of 1) the multiple objectives of policy, 2) uncertainties in the relationships between changes in interest rates, the growth rates of the monetary aggregates and economic activity and 3) imperfect knowledge of the strength of the economy.

Frank Morris

GENERAL MANAGEMENT

A brief statement of the purpose of management education might be to improve the levels of management performance in all sectors of society so that man can live a better and safer life and a more self-fulfilling one. Within this broad framework the purpose of the General Management concentration is to provide an avenue for the pursuit of cross-disciplinary studies of management, within the context of an integrated and rigorous curriculum.

Students might decide to choose to concentrate in this area for either of the following reasons:

1. A desire to pursue a cross-disciplinary approach to Management.
2. A desire to pursue key management courses in sufficient depth to attain proper coverage of required subject matter to enter family business.

For additional information or assistance, contact the General Management Coordinator through the Office of the Undergraduate Dean.

Courses Required for a Concentration

Track A: Choose two areas. Within each area there is one required course and the option for one elective.

Track B: Choose the required course from each of four areas.

Accounting

Required Courses: MA 301, Financial Accounting Standards and Theory I; MA 302, Financial Accounting Standards and Theory II.

Electives: None.**Computer Science**

Required Courses: MC 140, Computer Science I
Electives: MC 141, Computer Science II; MC 252, Systems Analysis; MC 254, Business Systems; MC 452, Assembly Language

Finance

Required Courses: MF 127, Financial Analysis and Management, MF 151 Investments.

Electives: None**Marketing**

Required Courses: MK 253, Basic Marketing Research, or MK 256, Applied Marketing Management.

Electives: MK 152, Consumer Behavior; MK 154, Communication and Promotion; MK 155, Sales Management; MK 158, Product Planning and Strategy; MK 168, International Marketing, MK 253, Basic Marketing Research, MK 256, Applied Marketing Management.

Organization Studies/Human Resources Management

Required Courses: MB 110, Human Resources Management.

Electives: MB 111, Ethics Management and Employee Law; MB 116, Industrial Relations; MB 119, Interpersonal Communication in Organization; MB 120, Employment Policy; MB 123, Management of Conflict and Power; MB 127, Leadership; MB 135, Career and Human Resources Planning; MB 313, Personnel and Organizational Research; MB 364, Collective Bargain-

ing; MB 601, Comparative Industrial Relations; MB 606, Consultation in Industrial/Organizational Psychology.

Operations and Strategic Management

Required Course: MD 250, Decision Analysis

Electives: Choose one: MD 222 Strategic Analysis; MD 255 Strategic Development (An Interactive Approach); MD 260 Ethical Issues in Management; MD 370 Operations Analysis; MD 384 Applied Statistics; MD 390 Small/Family Business Consulting; MD 604 Operations Research; MD 606 Forecasting Techniques; MB 110 Human Resources Management; or MB 116 Industrial Relations

Students considering these options should discuss particular course selections with appropriate department faculty.

HONORS PROGRAM

COURSE OFFERINGS

MH 126 Business and Professional Speaking (F, S: 3)

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, learning ways to analyze and evaluate the oral presentations of others.

Donald A. Fishman

MH 199 Project (F: 3)

Required of School of Management Honors Program Seniors, or by permission of the Dean and Director. The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

MARKETING

FACULTY

John T. Hasenjaeger, *Associate Professor*; B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Raymond F. Keyes, *Associate Professor*; A.B., Colby College; M.B.A., Boston College

Michael P. Peters, *Associate Professor, Chairperson of the Department*; B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Victoria L. Crittenden, *Assistant Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Jean Romeo, *Assistant Professor*; B.S., Bucknell University; Ph.D., University of Massachusetts, Amherst

Martin Roth, *Assistant Professor*; B.A., M.B.A., Ph.D., University of Pittsburgh

Gerald E. Smith, *Assistant Professor*; B.A., Brandeis University; M.B.A., Harvard University; DBA, Boston University

Eugene Bronstein, *Lecturer*; A.B., Dartmouth College; M.B.A., Harvard University



PROGRAM DESCRIPTION

Marketing, according to the American Marketing Association, is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives." Marketing involves 1) finding out what customers need and want, 2) planning and developing products and services to satisfy these wants, 3) determining whether there is a demand for the products or services, and 4) considering the best ways to price, promote, and distribute these products or services—in socially responsible ways.

All organizations either explicitly or implicitly practice marketing activities including business, nonprofit and government organizations within both market and planning oriented systems.

Typical career tracks within these wide varieties of organizations and systems are product or brand management, sales, sales management, fundraising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Courses Required for a Concentration

Beyond the required Core course (Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, two are required:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research may be taken in the spring semester, junior year or the fall semester, senior year. When taken in the spring semester of junior year, it provides a strong base for other Marketing electives.

Applied Marketing Management should be taken in the senior year.

- The two additional courses may be taken from any of the following electives:

MK 152 Consumer Behavior
MK 153 Retail and Wholesale Distribution
MK 154 Communication and Promotion
MK 155 Sales Management
MK 157 Professional Selling

MK 158 Product Planning and Strategy
MK 168 International Marketing
MK 170 Entrepreneurship and Marketing
MK 172 Marketing Ethics and Creative Thinking
MK 180 Marketing Topics
MK 258 Advanced Marketing Research
MK 299 Individual Study

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation. Students are cautioned, however, against becoming too narrowly specialized.

COURSE OFFERINGS

Please note: All marketing courses, including Marketing Principles, are upper-level courses open only to juniors and seniors.

MK 021 Marketing Principles (F, S: 3)

This course will explore basic concepts, principles and activities involved in modern marketing. It presents marketing within the integrating framework of the Marketing Management Process consisting of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing and marketing ethics.

*Sandra Bravo
Eugene Bronstein
John T. Hasenjaeger
Raymond Keyes
Elizabeth Moore-Shay
Michael Peters
Jean Romeo
Martin Roth
Gerald Smith*

MK 152 Consumer Behavior (F, S: 3)*Prerequisite:* MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand and predict consumer decisions. This is achieved by exploring both the theoretical and practical implications of 1) individual behavioral variables such as motivation, learning, perception, personality and attitudes, 2) group influences such as family, culture, social class and reference group behavior, and 3) consumer decision processes such as cognitive dissonance, brand loyalty and new product adoption and risk reduction.

*Martin Roth
Gerald Smith*

MK 153 Retail and Wholesale Distribution (F, S: 3)*Prerequisite:* MK 021

Three groups of students may be interested in this course. The first and larger number intends to work in a marketing function of a consumer goods manufacturer. As such this person will be dealing with distribution strategy and retailers of a wide variety. Having a clearer understanding of the way retailers and wholesalers operate will be a major advantage. The second group will actually seek employment after graduation in merchandising or sales supporting functions in a diverse group of retail or wholesale companies. The last group will simply wish a more intense look at distribution problems than that provided by the Marketing Principles prerequisite, MK 021. Many types of stores will be studied such as department stores, discount stores, promotional fashion stores, specialty store groups, home centers, home furnishings outlets, warehouse stores, factory outlets, direct mail marketing, non-store retailing and the new electronic cable TV at-home retailing. A variety of wholesale institutions will also be studied. Subjects such as retail consumer behavior, the retail environment, retail human resource management, store location, buying and merchandising, retail pricing promotion and financial control will be covered. The course is conducted on a discussion basis with text and outside readings, case analysis and discussion, several speakers from industry, store visits and a major paper. Internships are also available. Open to non-School of Management students meeting requirements.

Eugene Bronstein

MK 154 Communication and Promotion (F, S: 3)*Prerequisite:* MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.

*Bert Mendelsohn
Gerald Smith*

MK 155 Sales Management (F, S: 3)*Prerequisite:* MK 021

The course is designed to develop a firm understanding of the sales organization and its critical role in the marketing program. The functional and organizational aspects of planning, implementing and controlling the strategic sales program are covered in detail. Case studies, guest speakers, and a simulation game will be used to provide applied experience with these concepts. Students will work on projects to learn the use of an integrated model for strategic sales programs. The course is important for anyone interested in a career in marketing operations.

John T. Hasenjaeger

MK 157 Professional Selling (F, S: 3)*Prerequisite:* MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople representing the modern corporation need greater expertise. Methods which were successful in the past are giving way to new and demanding disciplines.

This course first teaches the principles of selling, then concentrates on a sales operating system which emphasizes the need for setting sound sales strategies and practicing good sales tactics.

It is suitable for students who want to learn about selling and what is required for success in this demanding environment.

*Bert Mendelsohn
Richard Siber*

MK 158 Product Planning and Strategy (S: 3)*Prerequisite:* MK 021

With the growing concern over the success rate of new products an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies this course will focus on the process of conceiving new products, developing an effective organization and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight in new product development across a wide variety of industries.

*Arthur Capstaff
Jean Romeo*

MK 168 International Marketing (F, S: 3)*Prerequisite:* MK 021

As more and more U.S. companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. Although the basic marketing functions are similar, there are significant differences in the way these functions are carried out in other countries, and the international marketer needs to understand how the people in these different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets. Through readings, case discussions, and

guest lecturers, students will be encouraged to learn about the challenges and the problems inherent in international marketing.

*Wayne Clemens
Martin Roth*

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (S: 3)*Prerequisites:* MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year but 70% fail. Success requires not only effective personal skills but also effective managerial and marketing skills. This course will focus on characteristics and background of entrepreneurs, assessment of marketing opportunities, developing a business plan, financing a new venture, and managing and marketing the new venture.

Michael Peters

MK 172 Marketing Ethics and Creative Thinking (S: 3)*Prerequisites:* MK 021

This course is designed to assist future marketing practitioners to develop their ethical decision-making skills and to apply creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business ethics and marketing ethics. Against this background, the course focuses on cases and readings involving ethical problems in marketing.

In the creative problem-solving portion of the course, a more free-wheeling approach is used for exploring creative thinking and for applying the Creative Process to ethical problems. Towards this end, the course uses a variety of exercises and techniques designed to enhance and develop creative thinking skills, particularly as they apply to ethical problem-solving and decision-making.

Raymond Keyes

MK 180 Marketing Topics (S: 3)*Prerequisite:* MK 021 and permission of instructor

This course is designed to cover areas or topics not covered in the regular marketing curriculum. From time to time, the department may choose to offer this course to provide in-depth coverage of a specific marketing area or to explore a new area of interest. The course may concentrate on a single significant area or it may explore several different topics. Since the course will vary from semester to semester, the topics will be published prior to registration.

The Department

MK 253 Marketing Research (F, S: 3)*Prerequisite:* MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. Providing this information is the responsibility of the marketing research function. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to knowledgeably evaluate the

research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

*Kusum Ailawadi
Arthur Capstaff
Jean Romeo*

**MK 256 Applied Marketing Management
(F, S: 3)**

Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action. Considerable emphasis is

placed on student participation in class discussion and on written case analysis. In addition, each student works on a term project involving the study of the marketing environment, problems, and opportunities in an area related to his or her career interests. This course is for seniors only.

*Eugene Bronstein
Victoria Crittenden
Raymond Keyes*

MK 258 Advanced Marketing Research (S: 3)

Prerequisite: MK 253

This course provides in-depth coverage of analytical methods and models for management students who are interested in marketing research as well as for those who are interested in research careers requiring an up-to-date level of training in that area. The course will cover, first, analytical techniques: regression, analysis of variance, factor analysis, multidimensional scaling, conjoint

analysis, discriminant analysis, and cluster analysis; and second, the application of these techniques: regarding construction of marketing models which can be expressed in spreadsheets as well as forecasting procedures, concept and product testing, name and package testing, and specific applications in advertising and sales promotion, brand positioning and market positioning, test marketing, pricing and distribution.

Kusum Ailawadi

MK 299 Individual Study (F, S: 3)

This is an individualized course that is developed by a student and faculty member and is approved by the Department Chairperson. A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

OPERATIONS AND STRATEGIC MANAGEMENT

FACULTY

Joseph A. Raelin, *Professor*; A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Larry P. Ritzman, *Galligan Professor*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

John E. Van Tassel, *Professor*; B.S., B.A., A.M., Boston College; Ph.D., Harvard University

Samuel B. Graves, *Associate Professor*; B.S., U.S. Air Force Academy; M.S., D.B.A., The George Washington University

Hassell McClellan, *Associate Professor*; B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Jeffrey L. Ringuest, *Associate Professor, Chairperson of the Department*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Associate Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Sandra A. Waddock, *Associate Professor*; B.A., Northeastern University; M.A., Boston University; M.B.A., D.B.A., Boston University

Nan S. Langowitz, *Assistant Professor*; B.A., Cornell University; M.B.A., New York University; D.B.A., Harvard University

Richard McGowan, S.J., *Assistant Professor*; B.S., University of Pennsylvania; M.S., University of Delaware; M.A., Fordham University; M.Div., M.Th., Weston School of Theology; D.B.A., Boston University

Catherine S. Lerme, *Instructor*; B.S., Lycee Michel Montaigne, France; M.S., Ecole Nationale Supérieure De Chimie, France; M.B.A., Ph.D. (cand.), University of Massachusetts, Amherst

David R. McKenna, *Lecturer*; B.S., M.B.A., Boston College

Lawrence Halpern, *Lecturer*; B.A., Harvard University; M.B.A., Columbia University



PROGRAM DESCRIPTION

The competitiveness of the U.S. manufacturing base has been and continues to be eroded with respect to the global market. Some argue that little can or should be done to stop this erosion and that a dominant service sector will provide the jobs necessary to support the U.S. economy. However, there is evidence that the standard of living generated by a service-dominated economy is likely to be much lower than that of a manufacturing-dominated economy. Further, service industries are also threatened by foreign competition. Clearly, the U.S. business community needs to do all that it can to protect and enhance the industrial base as well as find new ways to ensure the competitive edge of the service sector. These needs have serious implications for management education.

Management education needs to link the strategic decisions firms make regarding product and service choice, investment in technology, people, plant and equipment, and resource allocation with the daily operational decisions made in the production of the firm's goods and services. Management education needs to prepare managers to "add value" to their organization; that is, to increase the value of the firm's products or services and measurably add to profit and social well being. Future managers must be prepared to super-

vise and work with technical and operational specialists and they must be increasingly sensitive to both environmental and ethical issues.

How is all this to be done? What skills do future managers need? What kind of thinking, analysis, and managerial action will be necessary to keep the U.S. economy competitive in the long run? What kind of management education will best prepare future managers? All managers must have a thorough understanding of the functional areas of management. In addition, future managers must learn to focus on and link decision-making at two levels of analysis: 1) the strategic level, where managers identify the economic, social, political, and ethical issues with which their organizations must contend in the long and short term, and for which they must formulate and implement strategic plans; and 2) the operational level, where managers focus on the supply side of what every organization does, the transformation of human, physical, and technical resources into goods and services.

Objectives of the Undergraduate Concentration

The objectives of the undergraduate concentration in Operations and Strategic Management are to develop managers who:

- exercise managerial judgment
- can analyze managerial problems
- understand the complexity of the managerial decision-making environment
- can identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- have a global perspective
- have a broad view of the role of general managers
- possess a thorough understanding of the operations function

- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- can apply quantitative techniques
- are computer literate

Careers in Operations and Strategic Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. In a manufacturing firm the senior executive would likely have the title of Vice President of Manufacturing, whereas the corresponding title in a service industry, such as banking or health care, would be Vice President or Director of Operations. At lower levels in the firm are positions such as Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the Corporate Planning Staff.

The demand for managers with these skills is high and will grow higher as U.S. firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with unique competence in operations and a comprehensive corporate strategy. Salaries for majors in operations and strategic management are and will likely remain competitive with all other majors in management.

Study Abroad

Students concentrating in Operations and Strategic Management who are interested in studying abroad are encouraged to consider Lancaster University. Lancaster was the first British university to establish a department of Operational Research and Operations Management and they maintain a strong reputation in this field. At Lancaster students can take courses which will count directly towards their requirements for the concentration in Operations and Strategic Management.

Courses Required for the Concentration

The following three courses are required for the concentration:

- MD 250 Decision Analysis
- MD 370 Operations Analysis
- MD 375 Operations and Competition
- The student must also take at least one of the following electives:

MD 225 Strategic Development—An Interactive Approach

MD 260 Ethical Issues in Management

MD 299 Independent Study

MD 350 Operations Research and Economic Analysis

MD 384 Applied Statistics

MD 390 Small/Family Business Consulting

MD 604 Management Science

MD 606 Forecasting Techniques

MD 607 Management of Service Operations

- In addition, other courses recommended by the department include:

MA 307 Managerial Cost Analysis

MB 110 Human Resource Management

MB 116 Labor-Management Relations

MC 340 Management Information Systems

MF 127 Financial Analysis and Management

MF 151 Investments

MJ 152 Labor Law

MK 158 Product Planning and Strategy

MK 253 Marketing Research

COURSE OFFERINGS

MD 021 Management and Operations (F, S: 3)

Prerequisites: EC 131, EC 132, EC 151, MA 022, and MC 021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources is one of the primary functions of every organization. The management of operations is what every organization does; it transforms human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions.

The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making. Course content will include such topics as quality control, linear optimization, production planning and scheduling, project management, inventory management and control, decision theory, and demand forecasting.

The Department

MD 099 Strategy and Policy (F, S: 3)

Prerequisite: Successful completion of the CSOM professional Core. Departmental approval may be granted in certain circumstances to second-semester juniors who certify completion of the Management Core except for MD 021 which must then be taken with MD 099.

This course focuses on the study of the administrative process as organizational guidance from a top management perspective. This involves the nature, formulation, and implementation of strategy and policy; the necessity of, and problems resulting from functional integration and human interaction; the planning, organizing, and controlling processes; the evaluation of risks and alternatives; and management philosophies and ideologies. Considerable emphasis is placed on student participation through class discussions, and on the development of managerial skills.

The Department

MD 100 Competitive Strategy—Honors (F: 3)

Note: MD 100 substitutes for MD 099 in the Core Requirements; hence it has the same prerequisites as MD 099.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to: 1) The use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts including environmental and industry analysis, 2) The integrative applica-

tion of knowledge gained from all of the management disciplines to solve actual management dilemmas.

Of particular interest are the crucial problems and decisions that determine the objective of the organization and the appropriate allocation and marshalling of resources to achieve those objectives. Competitive Analysis (MD 100) enhances the student's ability to identify and generate strategic alternatives as validated by competitive environments and the resources and capabilities of the firm. Class participation and written analyses of case studies are an integral part of the course.

Walter Klein

Hassell McClellan

MD 225 Strategy Development—An Interactive Approach (F, S: 3)

Prerequisite: MD 099 or consent of instructor

This course, using an interactive computer simulation, focuses on the ongoing development and implementation of a business strategy in a competitive environment. The participants organize themselves into groups to perform the usual managerial activities of situational analysis, long-range forecasting and planning, assigning responsibility for marketing, production, and financial operations, and monitoring company performance and competitive behavior. Ongoing feedback and dealing with consequences of past decisions develops skills in dealing with dynamic problems, using management information and adjusting actions to conform to stated objectives, strategies, and policies. The principal course goal is to develop individual skills, especially the ability to analyze, synthesize, and evaluate performance of individuals and organized groups.

John Van Tassel

MD 250 Decision Analysis (S: 3)

Prerequisite: MD 021

Situations in which a decision must be made arise continually in our daily lives, in the organizations in which we work, and in the communities in which we live. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. There have been many approaches to decision making in recent years. These approaches range from that of creating a mathematical model of the decision situation to those based on human and organizational behavior and include all combinations in between. Application of these approaches has been greatly enhanced by the use of computers. In this course students will develop the skills necessary to formulate courses of action to meet the situation under consideration and to choose between these alternatives after carefully evaluating their effectiveness in achieving the desired objectives. In addition, students will see how decision support systems can assist those concerned with managerial decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, human resource management, accounting, finance, marketing, and operations management.

Jeffrey L. Ringuest

MD 260 Ethical Issues in Management (F, S: 3)

Prerequisite: MM 011, Introduction to Ethics

This course focuses on making ethical analysis an integral part of strategic decision making and the hallmark of professional management in practice.

Managers encounter ethical issues as dilemmas that do not have easy answers because of the complex tradeoffs associated with the alternative courses of action. The ethical dilemmas will be those that a manager faces in trying to create a moral environment within the organization as well as those that she/he faces in trying to shape strategic organizational responses that are socially responsible. The purpose of the course is to provide knowledge that is helpful in understanding the nature of these ethical dilemmas and to develop the perspective and skills needed to deal with them. Extensive case analysis and class discussion are integral parts of the course format so active student participation is essential.

*Lawrence Halpern
Walter Klein*

MD 299 Independent Study (F, S: 3)

Prerequisite: Senior standing, consent of department chairperson

The student works under the direction of an individual professor. By arrangement

Jeffrey L. Ringuest

MD 300 Junior Honors Seminar (S: 3)

The Junior Honors Seminar is intended to develop a broad understanding of the macro-environmental context of contemporary business problems, a framework for understanding the role of business in society, and the context of strategic decision making. This goal will be accomplished through the study of major works on the historical development of management and management thinking, as well as current social, ethical, and organizational issues that managers face. The linkages among political, economic, and business actors will be studied through a wide ranging set of readings intended to develop a historical sense of the evolution of management and organizations as well as an ability to analyze current problems through multiple lenses. Oral and written communication skills will be strongly stressed throughout the course.

Sandra A. Waddock

MD 350 Operations Research and Economic Analysis (F: 3)

Prerequisites: EC 131–132, EC 151, MD 021, or consent of instructor

This course will tie together the concepts that students have learned in economics, statistics, and the management core, and will introduce them to concepts from operations research. The course will be highly quantitative and will require that students be competent in calculus, statistics, and in the basics of linear programming. The course coverage will include review of classical optimization methods and introduction of Lagrange multipliers. Demand, estimating demand elasticities, forecasting demand and business condition forecasting. Production functions, technological innovation, and productivity, use of Lagrange multipliers for optimal input combinations. Review of linear programming, duality and LP in production. Game theory and competitive decisions. Decision and risk analysis, utility, estimating utility functions and attitudes toward risk.

Samuel B. Graves

MD 370 Operations Analysis (F: 3)

Prerequisite: MD 021

This course discusses concepts related to the management of manufacturing and service operations. Specifically, it examines the tactical and operational issues of production management and evaluates their impact on competitiveness, productivity, flexibility, quality, and cost. Topics included are: Product/service design, process analysis, location, layout, capacity planning, aggregate planning, master schedule, materials management, distribution, manufacturing resource planning, and operations scheduling. Drawing on case studies and the analysis of real-world situations, the course emphasizes the similarities and differences between various manufacturing and service operations.

M. Hossein Safizadeh

MD 375 Operations and Competition (S: 3)

Prerequisite: MD 021

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and conceptual understanding of the tangible link between operations function practices and competitive success. Topics to be covered include: an overview of manufacturing/operations strategy, process analysis and design, productivity and performance, worker management, quality management, process improvement and learning, new technology choice, and new product and process introduction. The course will be discussion based with emphasis on case analysis. This course is required for the Operations and Strategic Management concentration. *The Department*

MD 384 Applied Statistics (S: 3)

Prerequisite: Previous exposure to statistics and an ability to use computing facilities

An introduction to the theory and use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis. An elementary statistics course is a prerequisite; an acquaintance with linear algebra and the ability to use a computer are desirable.

David R. McKenna

MD 390 Small and Family Business Consulting (S: 3)

Prerequisite: Consent of the instructor. Open to members of other branches of the University upon approval of the instructor (typically, such applicants will have had some experience with small business, often in a family firm).

This is a course in management strategy. Its purpose is to provide a viable alternative for those students likely to enter small, family, or new businesses rather than "Big Business." It emphasizes a major consulting project selected by the student from a number of firms which have asked the instructor for consulting help. The projects, which are both profit and non-profit, are typically worked on by small student teams which work closely with the instructor. In the first few weeks of the course, class meetings are held to transpose what has been learned in several functional areas to the needs of the typical small organization and to understand the consulting process. During much of February and March, class meetings are informal and not obligatory. In this period students are working directly with their clients. The instructor is always in the classroom at the ap-

pointed hour to help with problems during this period. During April each team presents its findings to the class before preparing their written reports to the client.

Thomas W. Dunn

MD 604 Management Science (S: 3)

Prerequisite: MD 021 or MD 707

This course covers the most frequently used quantitative tools of management. Topics are selected from: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, markov chains, game theory, decision theory, and decision trees. It is strongly recommended for students interested in operations management.

*Samuel B. Graves
Jeffrey L. Ringuest*

MD 605 Simulation Methods (F: 3) or (S: 3)

Prerequisite: A degree of mathematical literacy including statistics

An introduction to building computer models of decision making systems. Students will be required to design and program a model of their choice. Specific computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

The Department

MD 606 Forecasting Techniques (F: 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regression models and multi-equation simulation models. The underlying theory is presented through real cases.

David R. McKenna

MD 607 Management of Service Operations (S: 3)

Prerequisites: MD 021 or MD 707

The ever increasing contribution of the service sector to the growth of GNP, and the growing dependence of a highly automated manufacturing sector on service industries make the prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics included are: focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force and quality control issues. Heavy emphasis is placed on case studies and the analysis of real-world scenarios.

M. Hossein Safizadeh

ORGANIZATION STUDIES—HUMAN RESOURCES MANAGEMENT

FACULTY

Jean M. Bartunek, R.S.C.J., Professor; A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago

William R. Torbert, Professor; B.A., Ph.D., Yale University

James L. Bowditch, Associate Professor; B.A., Yale University; M.A., Western Michigan University; Ph.D., Purdue University

Dalmar Fisher, Associate Professor, Chairperson of the Department; B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Judith Gordon, Associate Professor; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

John W. Lewis, III, Associate Professor; A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Richard P. Nielsen, Associate Professor; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

William Stevenson, Associate Professor; B.S., University of Maryland; M.A., Ph.D., University of California

Frank A. Dubinskas, Assistant Professor; B.A., Yale University; M.A., Ph.D., Stanford University

J. Douglas Orton, Instructor; B.A., M.O.B., Brigham Young University; Ph.D. (cand.), University of Michigan



PROGRAM DESCRIPTION

Once considered primarily as a significant cost element, an organization's workforce has come to be regarded as its most important asset. Formerly considered a loose collection of personnel-related functions, Human Resource Management has emerged as an important factor in an organization's overall business strategy. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the Human Resources field far more central to strategic missions of organizations.

In addition to an understanding of what makes the "people" side of organizations effective or ineffective, the HRM concentration at Boston College gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of HRM.

Employment Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions; typically, human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organization development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include manpower forecaster, affirmative action planner, or legal analyst. In the public sector, students can hold jobs such as employment and training administrator, labor market researcher, job development specialist, or manpower analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships are available in a variety of companies to provide concentrators with experience in human resources management and as an inroad to job openings. Recent internships have been available in a radio station, a bank, a large department store, a mutual fund sales organization, and a social service agency. Persons taking advantage of internships in human resources management have a significant edge once they are in the job market.

The Curriculum

To meet the challenges of the 1990s and beyond, the concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021, Organizational Behavior. MB 110, Human Resources Management, is the first course in the concentration, and MB 313, Personnel and Organizational Research, is also required. Students must choose at least two electives from a variety of courses.

An Integrated Concentration in Management and Psychology is also available to a few students each year, and may be of special interest to concentrators in OS/HRM. Information regarding this concentration is available from Professor Jean Bartunek.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior-Honors
- MB 110 Human Resources Management (normally taken in junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives

- MB 111 Organization Ethics & Employee Law
- MB 116 Labor-Management Relations
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Management of Conflict and Power
- MB 127 Leadership
- MB 135 Career and Human Resource Planning
- MB 299 Independent Study
- MB 364 Collective Bargaining
- MB 399 Advanced Topics in Organization Studies and Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology

COURSE OFFERINGS

MB 021 Organizational Behavior (F, S: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing the student's awareness and understanding of individual, interpersonal, group and organizational events as well as increasing ability to explain and influence such events. The course deals with a body of concepts which are applicable to institutions of any type; a central thrust of these concepts concerns the ways in which institutions can become more adaptive and effective. The course is designed to help the student understand and influence the human groups and organizations to which he or she currently belongs and with which he or she will become involved in a later career.

Selected in-class situational exercises, cases, readings, and organizational simulations are used to amplify the central concepts in the areas of individual, group and inter-group behavior in organizations as well as organizational design, development and change. *The Department*

MB 031 Organizational Behavior-Honors (S: 3)

Effective performance by organizations and their members involves a complex mix of technical, economic, structural, interpersonal and personal phenomena. Through study of the major ideas, analytic frameworks and research findings of the field of organizational behavior, students acquire knowledge of how these factors interact. This knowledge is put to work in numerous diagnoses of real organizational situations contained in case descriptions, observed in field projects, and played out in classroom simulations. Written and oral presentation are emphasized, providing an oppor-

tunity to develop skill in stating analytic conclusions and plans of action that are practical, well supported by theory and facts, and convincing. MB 031 fulfills the Carroll School of Management core requirement in organizational behavior, and may be counted as an intensive course in the Carroll School of Management Honors Program

Frank Dubinskas

MB 110 Human Resources Management (F, S: 3)

Prerequisite: MB 021 or MB 031

This course examines the functions, processes, tools and techniques of human resources management. These will be looked at both as a set of responsibilities shared by managers in general and as the primary functions of a Human Resources Department. Functional areas included are HR planning and staffing, appraisal and development of people at all levels, compensation and benefit systems, labor-management relations, and legal issues.

Various teaching/learning methods will be used including lectures, case discussions, in-class simulations and field projects. Students will gain experience in using a variety of HRM tools and systems.

*Judith R. Gordon
Richard Nielson*

MB 111 Organization Ethics and Employment Law (S: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course examines the management of employee and organizational ethics problems within an environment of employee law. This is a responsibility shared by all managers and is a major responsibility of human resources managers. Objectives are 1) to help those interested in human resources management careers develop the knowledge of ethics and law they will need, and 2) to help students develop the action skills needed for managing ethical and legal issues in organizations. Teaching methods include discussions of readings and cases, action exercises, and discussions with guest speakers.

Richard Nielsen

MB 116 Labor-Management Relations (F: 3)

Prerequisite: MB 021 or MB 031

This course provides an introduction to the key elements of the industrial relations system, particularly the interaction between the institutions of labor and management and the economic and public policy factors that impact these institutions. A particular thrust of this course is the focus on the labor organization or union: as a representative body of workers it can deeply affect the management of human resources in both private and public sector organizations as regards the determination of wages, hours, rules, and working conditions. A second thrust of the course will be the process of negotiation between labor and management, although the principles and strategies introduced will help the student in understanding and managing conflicts among other

parties—be they occupants/landlords, buyers/sellers, even husbands/wives or (closer to home) students/teachers. A principal learning method to be employed in the course will be utilization of case assignments. Cases will be discussed in class and will be also be the subject of role-playing simulations.

Joseph A. Raelin

MB 119 Interpersonal Communication in Organizations (F: 3)

Managerial action takes place in one-to-one and small group situations imbedded in organizational cultures. This course will aim to increase students' personal and conceptual understanding of factors involved in communicating effectively in these settings. Topics will include interpersonal relationships, uses and misuses of language, group process diagnosis, nonverbal communication and helping/counseling. Lectures, readings and case discussions will be combined with in-class exercises and field observations where major learning material will be generated by participants themselves.

Dalmar Fisher

MB 127 Leadership (S: 3)

Prerequisite: MB 021 or MB 031

This course is designed to acquaint the undergraduate student with the work of managers within varied organizational settings, viewed from the perspective of the incumbent in such roles. Contemporary theories and empirical research on the practice of leadership will be examined and their implications explored. In-depth case studies of recognized leaders will be examined in the light of theory and research findings.

Situations will be created within the class to gauge the feel and impact of particular leadership styles in action. Emphasis will be on behavioral strategies which lead toward either effective or ineffective leader performance.

William Stevenson

MB 299 Independent Study (F, S: 3)

Prerequisite: Senior standing. The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements. By arrangement. *The Department*

MB 313 Personnel and Organizational Research (F: 3)

Prerequisites: MB 021 (or MB 031) and MB 110

This course introduces students to research methods used in human resources management and organizational behavior. Topics include a variety of qualitative and quantitative approaches to research and data analysis. During the course students design, conduct and write about their own research project.

Jean Bartunek

Other courses offered by the Department, but not offered during the 1992–93 academic year, include the following:

MB 120 Employment Policy

MB 123 The Management of Conflict and Power

MB 364 Collective Bargaining

MB 399 Advanced Topics in Organization Studies and Human Resources Management

MB 601 Comparative Industrial Relations

MB 606 Consultation in Industrial/Organizational Psychology

SCHOOL OF NURSING

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state examination for licensure as a registered nurse (R.N.).

The program of study is approved by the Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing.



REQUIREMENTS FOR THE DEGREE

The School of Nursing requires 122 credits for graduation. There are three components to the curriculum: liberal arts and science courses shared by all students in the University; the nursing major courses; and electives. Included among the courses are the required University Core Curriculum.

- 2 English *
- 2 European History
- 2 Theology (including Health Care Ethics)
- 2 Philosophy
- 2 Natural Sciences (Anatomy and Physiology I and II)
- 2 Social Sciences (Sociology and Psychology)

*School of Nursing students may fulfill their English Core requirement by taking either two semesters of Critical Reading and Writing or a single semester of the six-credit Core English Seminar. For a complete description of these courses, see their listing by the English Department.

History, philosophy, and English courses should be completed before beginning nursing courses. Twelve credits of electives may be taken from among the wide variety of University course offerings.

Courses in the nursing major are offered in six semesters of the curriculum. Faculty of the School of Nursing guide student learning in campus laboratories and in a variety of clinical settings. Theory and clinical courses are provided in the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. The nursing major utilizes the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with individuals' choices. The graduate is prepared as a generalist able to care for individuals and groups, at all developmental levels and in all health care settings.

Curriculum Plan

Freshman Year

<i>Semester I</i>	<i>Credits</i>
CH 131, 133 Contemporary Chemistry I	4
BI 130, 131 Anatomy & Physiology I	4
Core	3
Core	3
<i>Semester II</i>	<i>Credits</i>
CH 132, 134 Contemporary Chemistry II	4
BI 132, 133 Anatomy & Physiology II	4
Core	3
Core	3
Core	3

Sophomore Year

<i>Semester I</i>	<i>Credits</i>
BI 220, 221 Microbiology	3
NU 100 Introduction to Professional Nursing	3
Core	3
Core	3
Elective	3
<i>Semester II</i>	<i>Credits</i>
NU 120 Nursing Health Assessment Across the Life Span	4
NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory	3
NU 080 Pathophysiology	3
Core	3
Core	3

Junior Year

<i>Semester I</i>	<i>Credits</i>
NU 230 Adult Health Nursing Theory I	3
NU 231 Adult Health Nursing I Clinical Laboratory	3
NU 204 Pharmacology and Nutrition Therapies	3
NU 216 Methods of Nursing Inquiry	3
Elective	3
<i>Semester II</i>	<i>Credits</i>
NU 242 Adult Health Nursing Theory II	3
NU 243 Adult Health Nursing II Clinical Laboratory	3
NU 244 Childbearing Nursing Theory	3
NU 245 Clinical Laboratory for Application of Childbearing Theory	3
Elective	3

Senior Year

<i>Semester I</i>	<i>Credits</i>
NU 250 Child Health Nursing Theory	3
NU 251 Child Health Nursing Clinical Laboratory	3
NU 252 Psychiatric-Mental Health Nursing Theory	3
NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory	3
Health Ethics	3
<i>Semester II</i>	<i>Credits</i>
NU 260 Community Nursing Theory	3
NU 261 Community Nursing Clinical Laboratory	3
NU 262 Nursing Synthesis Theory	3
NU 263 Nursing Synthesis Clinical Laboratory	3
Elective	3

The School of Nursing reserves the right to alter any program or policy outlined in this Catalog.

ACADEMIC HONORS

The Dean's List

The Dean's List recognizes the achievement of students semester by semester. The Dean's List classifies students in three groups according to cumulative semester averages: First Honors (3.700-4.000); Second Honors (3.500-3.699); and Third Honors (3.300-3.499).

Degree with Honors

Latin honors accompanying the degree of Bachelor of Science in Nursing are awarded in three grades: Summa cum Laude is awarded to the top 4.5% of the graduating class; Magna cum Laude is awarded to the next 9.5% and Cum Laude to the next 15%. These percentages are based on the student's 8-semester average.

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Selections are based on high school records, recommendations of teachers, and SAT scores. In order to remain in the program students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In freshman and sophomore year students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in Theology, Philosophy and English. The content is the great books of the tradition studied in roughly chronological sequence: in freshman year Greek and Roman thought, the Hebrew Bible and the New Testament, and medieval culture. In sophomore year the course moves from the Renaissance to the twentieth century. Primary emphasis is on the texts; this is not a survey course. Each section enrolls approximately 15 students, and is conducted as a seminar.

In the junior and senior years the typical nursing course sequence will be followed except Health Ethics will be taken in the fall semester of the junior year instead of the elective. In the junior year a research project will be identified and discussed with the honors advisor. In the senior year a research project will be carried out for three credits in the fall and spring semesters. The students will register for an Independent Study of three credits each semester. Nursing students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability. An advisor from the School of Nursing is assigned to each honor student.

Awards and Honors

The Margaret Callahan Anderson Memorial Scholarship is a scholarship to honor Mrs. Anderson, bring recognition to her dedication to nursing, and to financially assist a nursing student in the completion of his or her nursing program.

The Rev. Edward J. Gorman S.J., Scholarship is a scholarship awarded to a junior nursing student whose nursing care exemplifies the ideals of humanistic nursing practice. Emphasis is placed on the personal and professional characteristics of respect for the value of human life, the individuality of people, and demonstrated leadership in the student and student-faculty activities of the School of Nursing.

The Elaine Gordon Scholarship is a scholarship awarded to a registered nursing student who has completed one year of full-time study at Boston College School of Nursing.

The Rita P. Kelleher Scholarship is a scholarship awarded to a sophomore who is in financial need and is in good academic standing. The recipient must demonstrate service to the School of Nursing, the profession, the University, and the community.

The Mary E. Love Scholarship is awarded to a sophomore or junior who is in financial need, who demonstrates a potential for a successful career in nursing, and who is an asset to the profession of nursing and to the Boston College School of Nursing.

GENERAL INFORMATION

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practice or group practice with other health professionals. Business, industry, and occupational health settings employ nurses. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing practice in all of the above situations. Some are researchers in clinical settings; some serve on faculties of schools of nursing or as administrators of clinical and educational institu-

tions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in a number of cooperating hospitals and health agencies in the metropolitan Boston area. These resources include:

Arbours Hospital, Beth Israel Hospital, Brigham and Women's Hospital, Children's Hospital, Massachusetts General Hospital, Massachusetts Mental Health Center, McLean Hospital, Newton-Wellesley Hospital, St. Elizabeth's Hospital, New England Medical Center, and others.

Transfers into the School of Nursing

Students applying for transfer into the School of Nursing are accepted for courses beginning in September and January. All transfer applicants must comply with the application procedures described below. Enrolled students earn a minimum of 61 credits at Boston College.

Internal Transfer

Boston College students presently enrolled in the College of Arts and Sciences, Carroll School of Management, and School of Education may apply for internal transfer. The application may be obtained from the Associate Dean of the Undergraduate Program in Nursing. Students transferring from other Boston College schools must have a record free of academic deficiencies and show the academic potential for successfully completing the required nursing curriculum.

College Credit

Candidates possessing a Bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Lyons Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior coursework.

Registered Nurses

Graduates of, or students in the final year of, diploma or associate degree-granting, state-approved nursing programs should apply through the transfer admissions process described above. In addition to the above requirements, the student should submit the official transcript from his or her school of nursing. Application deadlines are: May 15 for September admission and November 15 for January admission.

After admission, exemption examinations are available for the sciences and selected nursing courses. Specific information regarding exemption examinations is available from the Associate Dean of the Undergraduate Program in the School of Nursing.

Before clinical practice begins, the student must submit evidence of a current Massachusetts R.N. license and personal liability insurance. Complete information on either full- or part-time enrollment is available in the brochure *A Guide for the Registered Nurse*, which is available from the School of Nursing.

ACADEMIC REGULATIONS

Students are required to maintain an overall cumulative average of 1.667 or higher and a cumulative grade point average of 2.0 or higher in nursing courses. A student whose overall or nursing average falls below minimum requirements is placed on academic warning, and will be notified by the Associate Dean of the Undergraduate Program. In order to remain in the School of Nursing, the nursing curriculum must be followed and an academic warning removed within one semester. A nursing course which has been failed may be repeated once, at which time the minimum acceptable grade must be achieved.

Students are required to pass at least the equivalent of 8 courses by the end of the first year, the equivalent of 18 courses by the end of the second year, and the equivalent of 28 courses by the end of the third year. To remain registered in the School of Nursing, continuous registration in the designated nursing curriculum plan is required.

Approval for courses taken Pass/Fail will only be given during the registration and Drop/Add periods.

A student who fails to demonstrate performance consistent with professional nursing will be subject to review and to possible dismissal by the faculty of the School of Nursing.

Normal Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

In a nursing course, one semester credit in a lecture course represents one hour of class per week per semester. One semester credit in a clinical laboratory nursing course represents three hours of clinical experience per week per semester.

Class Attendance

Students are expected to attend classes regularly. Absences from class or clinical laboratory will be evaluated by faculty.

If a student is late to or absent from clinical laboratory, the student is required to notify the instructor and/or the clinical agency. An absence because of illness may require a statement from a physician before the student returns to clinical courses. In cases of anticipated prolonged absence for illness or injury, the student or family member should contact the Dean for Student Development and the Associate Dean of the School of Nursing so that academic and other necessary arrangements can be made.

Academic Integrity

Nursing students are expected to maintain high standards of integrity in both the academic and clinical settings. Students who misrepresent their work in papers, examinations, or clinical experience, as a minimum, will receive no credit for the course requirement involved. In addition, a written statement of the incident will be placed in their file, and they will be subject to dismissal from the School of Nursing.

Extracurricular Activities

Nursing students are encouraged to participate in University activities. Several nursing students participate in the PULSE Program, Junior Year Abroad, and the Faith, Peace and Justice Program.

Special Academic Program

Baccalaureate to Master's Articulation Plan

Registered nurses in the baccalaureate program have the opportunity to begin Master's level course work while completing requirements for the baccalaureate degree. This opportunity is available to selected R.N.s who have six credits or less of undergraduate course work to complete and who have been accepted into the graduate program. More information on this articulation plan is available from the Associate Dean of the Undergraduate Program.

Other Regulations

Academic Grievances

Any student who believes he or she has been treated unfairly in academic matters should consult with the Associate Dean of the Undergraduate Program or the Dean to discuss the situation and/or to obtain information about relevant appeal procedures.

Health Requirements

All undergraduate students in the School of Nursing are required to have a complete physical examination, including tine test and/or chest x-ray, rubella titre, two MMR vaccines prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of *each* academic year, to the Director of Health Services. Additional physical examinations and/or other health data may be required by the School of Nursing. The School of Nursing requires that all students receive immunization against Hepatitis B before beginning clinical courses.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Nursing students are required to be certified in Coronary Pulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to have this certification renewed each year.

FEES

School of Nursing students pay the same tuition, fees and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Nursing Examination Fees (per examination)
 - Exemption examination \$ 30.00-60.00
 - Standardized examination (NCLEX Assessment Test) \$ 35.00
- Laboratory Fee \$140.00 (payable for each clinical nursing course)

TRANSPORTATION TO CLINICAL AGENCIES

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and the surrounding area. Students are responsible for providing for their own transportation to and from those facilities.

FACULTY

Laurel A. Eisenhauer, *Professor*; B.S., Boston College; M.S.N. University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor*; B.S., M.S., Hunter College, CUNY; Ph.D., Boston College

Carol R. Hartman, *Professor*; B.S., M.S., University of California Los Angeles; C.N.Sc., Boston University

Joellen W. Hawkins, *Professor*; B.S.N., Northwestern University; M.S., Ph.D., Boston College

Callista Roy, C.S.J., *Professor*; B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles

Miriam-Gayle Wardle, *Professor*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Jane E. Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College

Pamela J. Burke, *Associate Professor*; B.S., Boston College; M.S., Boston University; Ph.D., Boston College

Sarah Cimino, *Associate Professor*; B.S.N., University of California, Los Angeles; M.S., Boston College

Mary Ellen Doona, *Associate Professor*; B.S., M.S., Boston College; Ed. D., Boston University

Joyce Dwyer, *Associate Professor*; B.S., M.S., Boston College; M.P.H., Harvard School of Public Health

Nancy Fairchild, *Associate Professor*; B.S., Boston University; M.S., University of Rochester; Ph.D. (cand.), Boston College

Nancy J. Gaspard, *Associate Professor*; B.S., Boston University; M.Ed., University of Florida; M.P.H., Dr. P.H., University of California, Los Angeles

Lois Haggerty, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., Boston College

Patricia B. Harrington, *Associate Professor*; B.S., University of Massachusetts; M.Ed., Boston University

Loretta P. Higgins, *Associate Professor*; B.S., M.S., Ed.D., Boston College

June Andrews Horowitz, *Associate Professor*; B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Bernadette P. Hungler, *Associate Professor*; B.S.N., Georgetown University; M.A., Northeastern University; ; M.S., Ph.D., Boston College

Dorothy A. Jones, *Associate Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

Susan J. Kelley, *Associate Professor*; B.S., M.S., Boston University; Ph.D., Boston College

Rosemary Krawczyk, *Associate Professor*; B.S.N., College of St. Catherine; M.S., Ph.D., Boston College

Ronna Krozy, *Associate Professor*; B.S., M.S., Boston College; Ed.D., Boston University

Ellen Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Cathy Malek, *Associate Professor*; B.S., University of Wisconsin; M.S., Ph.D., Boston College

Carol L. Mandle, *Associate Professor*; B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

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Sandra Mott, *Associate Professor*; B.S., Wheaton College; M.S., Ph.D. (cand.), Boston College

Catherine P. Murphy, *Associate Professor*; B.S., Columbia University; M.S., Hunter College, C.U.N.Y.; Ph.D., Columbia University

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Phyllis Beveridge, *Assistant Professor*; B.S., University of Cincinnati; M.S., Ed.D., Columbia University

Eileen Donnelly, *Assistant Professor*; B.S., Boston College; M.S.N., Wayne State University; Ph.D., Case Western Reserve University

Margaret Hamilton, *Assistant Professor*; B.S., M.S., Boston College; D.N.Sc., Boston University

Rose Mary L. Harvey, *Assistant Professor*; B.S., University of Wisconsin; M.A., New York University; D.N.Sc., Catholic University

Victoria L. Mock, *Assistant Professor*; B.S.N., Duke University; M.S.N., University of California, San Francisco; D.N.Sc., Catholic University of America



COURSE OFFERINGS

NU 080 Pathophysiology (S: 3)

Prerequisites: BI 130, 131, 132, 133, 220, 221; CH 131–133, 132–134

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

NU 100 Introduction to Professional Nursing (F: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. The course places the study of nursing within the Jesuit tradition of liberal arts education and the application of knowledge in the service of others.

NU 110 RN Transition Theory (S: 3)

Prerequisites: BI 132, 133; BI 220, 221, CH 133, 134, NLN Mobility Profile II

This course for Registered Nurse students is designed to build upon prior knowledge validated through the NLN Mobility Profile II. The current historical perspective of nursing in its evolution as a profession is discussed. Theoretical content includes professional nursing education and socialization, the health-illness continuum, clinical reasoning, health education, and the nursing care of clients across the life span. The course addresses the nursing metaparadigm of the person, environment, health, and nursing and the impact of nursing research on professional practice.

NU 120 Nursing Health Assessment Across the Life Span (S: 4)

Prerequisites: NU 100 or concurrently; BI 132, 133; BI 220, 221 or concurrently; psychology Core

The course introduces the concept of health and age specific methods of assessing health status. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment.

Nursing assessment with application of principles of communication and physical examination is the component of clinical reasoning emphasized in this course.

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (S: 3)

Prerequisites: NU 120 or concurrently

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment.

NU 204 Pharmacology/Nutrition Therapies (F: 3)

Prerequisites: NU 120, 121; NU 080 or concurrently; NU 230, 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing.

NU 216 Methods of Inquiry (F: 3)

This course provides an introduction to the basic principles of the research process, focusing on theory, methodology, and application of research in patient care. A computer laboratory experience and research exercises are utilized.

NU 230 Adult Health Nursing Theory I (F: 3)

Prerequisites: NU 100, 120, 121, 080

This course focuses on care of adults with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults in a variety of acute care settings.

NU 231 Adult Health Nursing I Clinical Laboratory (F: 3)

Prerequisites: NU 230 or concurrently

This course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One two-hour college laboratory and six hours of clinical laboratory weekly.

NU 242 Adult Health Nursing Theory II (S: 3)

Prerequisites: NU 230, 231, 204; NU 216 or concurrently

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. Discussions center on planning of care for individuals and the family as appropriate.

NU 243 Adult Health Nursing II Clinical Laboratory (S: 3)

Prerequisites: NU 242 or concurrently

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.

NU 244 Childbearing Nursing Theory (F, S: 3)

Prerequisites: NU 230, 231, 204; NU 216 or concurrently

The course focuses on concepts associated with the unique responses of families during the

childbearing cycle, including normal and high risk pregnancies.

NU 245 Clinical Laboratory of Childbearing Theory (F, S: 3)

Prerequisites: NU 244 or concurrently

This experience focuses on the application of childbearing theory to the diagnoses, interventions and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal and post-natal activities. Nine hours of clinical laboratory weekly.

NU 250 Child Health Nursing Theory (F, S: 3)

Prerequisites: NU 242, 243, 244, 245; Health Ethics or concurrently

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to illness.

NU 251 Child Health Nursing Clinical Laboratory (F, S: 3)

Prerequisites: NU 250 or concurrently

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, diagnoses, interventions and outcomes in the care of children and their families coping with acute and chronic health problems. Nine hours of clinical laboratory weekly.

NU 252 Psychiatric Mental Health Nursing Theory (F, S: 3)

Prerequisites: NU 242, 243; NU 250, 251, Health Ethics or concurrently

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (F, S: 3)

Prerequisites: NU 252 or concurrently

This course focuses on the application of the clinical reasoning process, diagnoses, interventions and outcomes for patients and families with acute and long-term mental health problems. Special emphasis placed on establishing a therapeutic relationship between the nurse and patient. Nine hours of clinical laboratory weekly.

NU 260 Community Nursing Theory (F, S: 3)

Prerequisites: NU 250, 251, Health Ethics or concurrently

This course focuses on individuals, families and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts and collaboration with other members of the health care team are addressed.

NU 261 Community Nursing Clinical Laboratory (F, S: 3)

Prerequisites: NU 260 or concurrently

This course focuses on individual, family and community responses to actual or potential health problems. Health promotion, disease prevention and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions and

outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluation of care. Nine hours of clinical laboratory weekly.

NU 262 Nursing Synthesis Theory (S: 3)

Prerequisites: NU 260, 261 or concurrently

This course provides an opportunity to integrate nursing knowledge, explore professional issues, view the health care delivery system in relation to societal needs, and articulate emerging trends that will impact on professional nursing. Emphasis placed on leadership concepts, professional responsibility and role transition.

NU 263 Nursing Synthesis Clinical Laboratory (S: 3)

Prerequisites: NU 262 or concurrently

This course provides intensive, in-depth clinical experience with a selected population. Students synthesize nursing concepts, refine clinical reasoning competencies and utilize nursing research in practice. Nine hours of clinical laboratory weekly.

NU 299 Directed Independent Study (F, S: 3)

Prerequisites: Senior nursing student with GPA of 3.0 or above in nursing courses.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities might include: a) library or agency based study; b) development/implementation of a teaching model; c) study of a nursing concept; d) study of a particular interest.

Students planning to enroll in Directed Independent Study should obtain guidelines from their faculty advisors.

Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will be conducted.

NU 301 Culture and Health Care (F: 3)

This course brings the upper-division undergraduate student into a direct interface between the American health care delivery system and health care consumers of diverse socio-cultural backgrounds.

Topics covered include lectures and discussions in the perception of health and illness among health care providers and consumers; the cultural and institutional factors that affect the consumers' access to and use of health care resources; heritage consistency and its relationship to health/illness beliefs and practices; specific health and illness beliefs and practices of selected populations; and specific issues related to the safe and effective delivery of health care, such as poverty and the right to health care. *Rachel E. Spector*

NU 308 Women in Health (S: 3)

Using a feminist framework, this course will explore issues that affect the health and health care of women. Some of the areas to be included are normal body processes; problems that affect women's health; influences of environment, culture, and health practices on health, and decision-making that has an impact on research and resource allocation. This course will empower women to take better care of themselves, and deal with the health care system. This course is part of the Women's Studies Program.

Loretta Higgins

NU 310 Modern Nutrition: Issues and Education (F, S: 3)

This course provides an introduction to the principles of nutrition. No college science prerequisite is required; biology and chemistry are included as a basis for nutrition concepts.

Selected nutrition issues are used to illustrate nutrition principles; techniques of nutrition education are also included. *Patricia Harrington*

NU 312 Gerontological Nursing (F, S: 3)

Prerequisites: NU 208 or discretion of the professor

Focuses on health issues of aging persons and is designed for students providing health care to older clients in all clinical settings. Topics include the impact of changing demographics, theories of aging, age-related changes and risk factors that interfere with physiological and psychosocial functioning, and the ethics and economics of health care for the elderly. Emphasis is placed on research-based analysis of responses of aging individuals to health problems, and interventions to prevent, maintain, and restore health and quality of life. *Ellen Mahoney*

NU 314 Wellness Lifestyle (F, S: 3)

The course will focus on factors that contribute to increasing one's enjoyment and quality of life. Health promotion and disease prevention behaviors which encourage self-care and alternative treatment models will be addressed. Activities to improve and maintain student health status, including health care agencies and other resources in the community which contribute to the student's health status will be explored.

*Rosemary Krawczyk
Nancy McCarthy*

NU 316 Contemporary Medications (S: 3)

This course provides the opportunity to learn drug development and control, pharmacodynamics, and legal and ethical issues related to drug use. Selected classifications of drugs are discussed, based on needs and interests. Emphasis is placed on developing an understanding of the effects of drugs by non-health care professionals such as teachers, social workers, and managers. Not open to nursing students for degree credit.

Laurel Eisenbauer

NU 320 Collaboration in the Health Care Setting (S: 3)

This course constitutes an opportunity for students who aspire to careers in health care delivery to study together and begin to learn and understand ways of working together that will carry over into their professional lives. Topics include the current health care environment, changes in patient and family characteristics and in health care delivery, role sets and changing work habits, group process in health care, conflict management, and health team performance. Emphasis throughout is on multi-disciplinary health team function. *Nancy Gaspard*

EVENING COLLEGE OF ARTS AND SCIENCES AND BUSINESS ADMINISTRATION

EDUCATION FOR INDIVIDUALS

Through the challenges of its liberal and professional programs the Evening College extends an opportunity to men and women, young and old, of every race, color, creed, handicap and national origin to discover and develop their individual potential through higher education. Whether a person's goal is a degree or simply to take a stimulating course or two, the Evening College provides an opportunity for each individual to pursue personal interests. Students include recent high school graduates who want to earn a degree and work at the same time; busy people who can allot only one or two hours a day for study; those with a precisely defined goal in mind; and those as yet unsure about which direction to take. The Evening College offers the curricular resources, the flexibility and the understanding to respond to these individual intellectual characteristics and needs.

DEGREE STUDENTS

Degree applicants must complete a Boston College Evening College application and submit an official copy of the secondary school record or equivalency certificate. If a post-secondary institution or college (including any other division of Boston College) was attended, an official transcript must be mailed directly from the institution to the Evening College.

While secondary school graduation or its equivalent is required, the academic entrance requirements are flexible. The over-all quality of an academic record and the applicant's present seriousness of purpose are criteria of admission. No entrance examinations are required. Interested applicants may participate in CLEP—the College Level Examination Program—used to evaluate non-traditional college education such as self-directed study and job related experiences. On the basis of CLEP scores applicants may be awarded college credits.

On the basis of transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and which merited a grade of at least C are considered. Transfer students must complete at least half their course work at Boston College to be eligible for a degree.

SPECIAL STUDENTS

Candidates interested in taking evening courses for academic credit, but not registering for a degree may arrange at registration to enroll for courses as Special Students; no previous application is necessary. Many students attend the Evening College to pursue special interests or to prepare themselves for professional advancement. Experiencing courses well taught, some become degree candidates.

EVENING COURSES

The Evening College curriculum recognizes and expands its students' particular strengths: their maturity, exceptional motivation and breadth of specialized experience. Some students register for a single course; others pursue undergraduate degree programs. The programs are described in terms of courses designed to broaden and augment one's interest. The maximum course load per week is three; authorization for one additional course will be given only if a student has completed three courses, each with a grade of B- or above, in the previous semester. Academic credit for each course is earned by independent study and participation at class one evening each week.

DAY COURSES

Through registration in the Evening College, qualified adults may take courses offered during the day alternating as convenient between day and evening attendance. Admission to courses is granted on an individual basis; interested candidates should arrange an appointment with a member of the Evening College Staff.

PROGRAMS OF STUDY

The curriculum of the Evening College provides a framework within which students of widely differing backgrounds and preparation may select courses suited to their individual interests and varied career objective. The programs provide elective specializations in Business, Information

Processing, the Humanities, and the Social Sciences. For graduation, a student must satisfactorily complete thirty courses with a cumulative average of at least C-. Course requirements for the baccalaureate degree may be completed in five years.

To foster informed and mature development within the context of a shared and common cultural background all programs require the completion of specific core courses in the following areas:

Humanities (7 courses)

Introductory College Writing, Literary Works, English elective, Problems of Philosophy and Philosophy elective; and two Theology electives.

Social Sciences (5 courses)

Two history courses and three additional courses selected from the following areas: Economics, History, Political Science, Psychology or Sociology.

Natural Sciences (2 courses)

Two courses in Mathematics or Science.

INFORMATION AND OFFICE LOCATION

The Evening College has willing and experienced individuals who are eager to help students arrange a realistic schedule—one that combines full-time work responsibilities with educational goals. For a special catalogue contact the Evening College office, Fulton Hall 314, Boston College, Chestnut Hill, Massachusetts 02167.

S U M M E R S E S S I O N

The outstanding characteristic of the Boston College Summer Session is the opportunity it provides both undergraduate and graduate students to enroll in core courses and electives; short-term workshops and institutes; and the special programs of current value and relevance not offered by Boston College at any other time of the year.

Although the Summer Session does not grant degrees, students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period there are also intensive three-week courses. Some of the three-week courses enable students to take two sequential semesters of a subject. Students may register for either section or both according to individual need.

Boston College undergraduates who, by failure, withdrawal, or underload, lack the number of courses required for his/her status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registering for it. Students may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments making their arrangements directly with the Summer Housing Office; others find it more convenient to commute. Both cafeteria service and a resident meal plan are available.

The parking permit issued to Boston College undergraduates during the regular academic year remains valid for the Summer Session. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about the courses and special programs offered obtain a Summer Session catalog, published in March.

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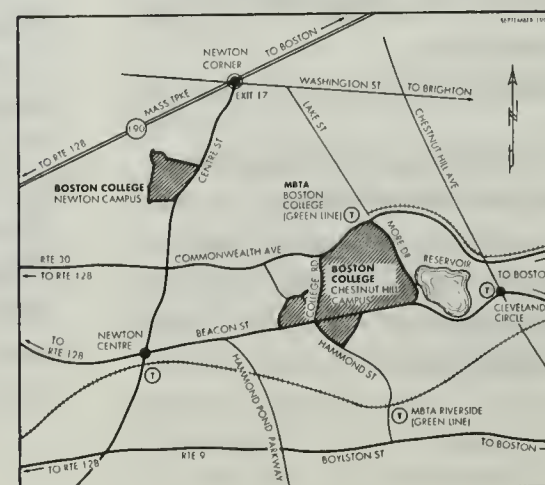
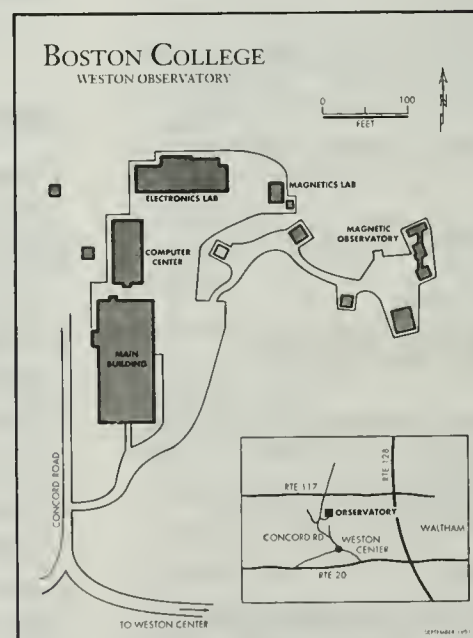
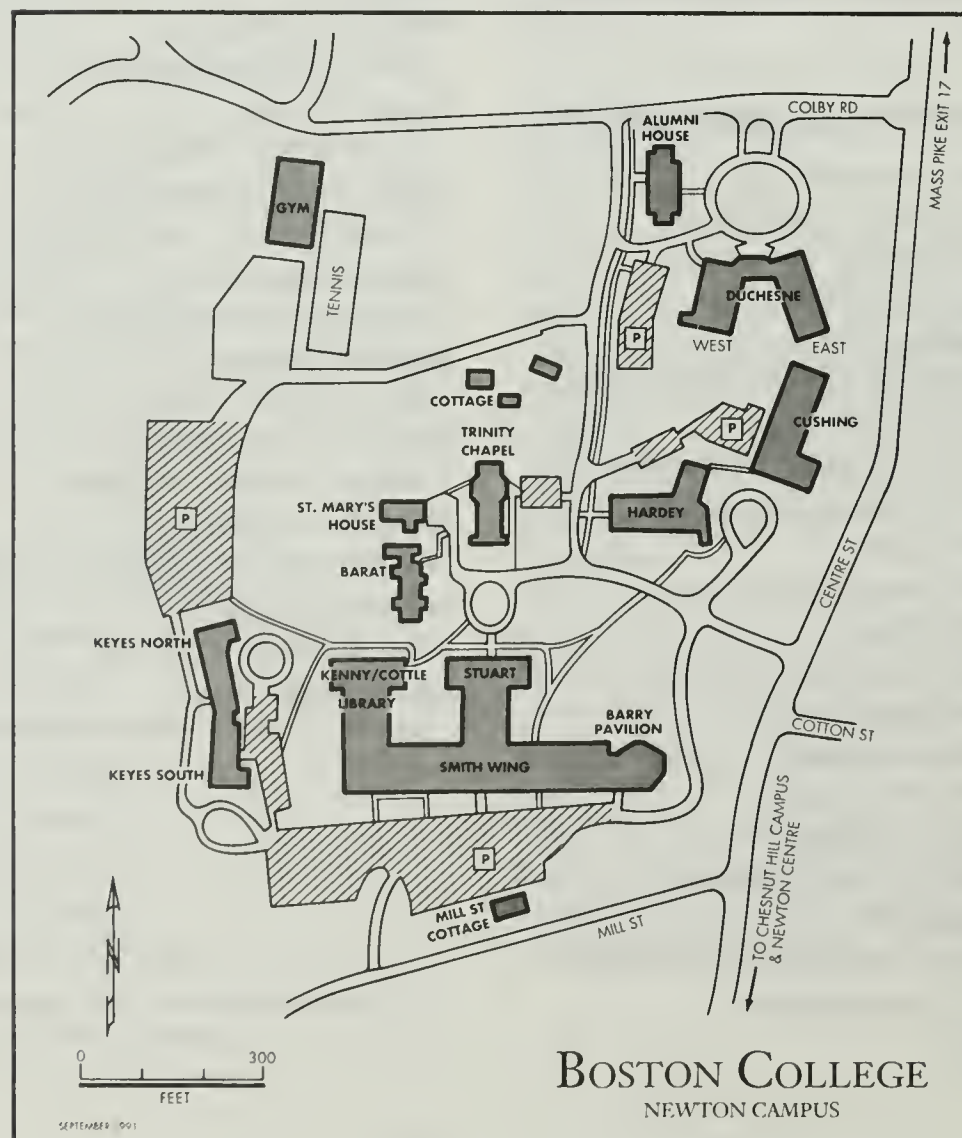
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FIRST SEMESTER

August 26	Wednesday	Last date for students in Graduate School of Management to register.
August 28	Friday	Freshman and Transfer Orientation
August 30	Sunday	
August 31	Monday	Classes begin Faculty Convocation
August 31 to September 4	Monday	Drop/Add period for undergraduates
September 4	Friday	
September 4	Friday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register.
September 7	Monday	Labor Day—no classes
October 12	Monday	Columbus Day—no classes
November 10	Tuesday	Last date for undergraduates to file change-of-major forms
November 11	Wednesday	Veterans Day—no classes
November 12 to December 2	Thursday	Undergraduate registration period for spring 1993 courses
November 24	Tuesday	Last date for graduate students to sign up for December 1992 graduation
November 25 to November 27	Wednesday	Thanksgiving holidays
November 30	Monday	Last date for official withdrawal from a course or from the University
December 9 to	Wednesday	Study days—no classes for undergraduates (graduate courses may meet)
December 10	Thursday	
December 10	Thursday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 11 to December 18	Friday	Final examinations
	Friday	

SECOND SEMESTER

January 13	Wednesday	Last date for students in Graduate School of Management to register.
January 15	Friday	Freshman and Transfer Orientation
January 18	Monday	Martin Luther King, Jr. Day
January 19	Tuesday	Classes begin
January 19 to January 25	Tuesday	Drop/Add period for undergraduates
January 26	Monday	
January 26	Tuesday	Last date for students in Graduate Arts and Sciences and Graduate School of Social Work to register
February 15	Monday	Washington's Birthday—no classes
February 17	Wednesday	Last date for graduate students to sign up for May 1993 graduation.
March 8 to March 12	Monday	Spring Vacation
March 30	Friday	
March 30	Tuesday	Last date for undergraduates to file change-of-major forms
March 31 to April 15	Wednesday	Undergraduate registration period for fall 1993 courses
April 8 to April 9	Thursday	
April 8	Thursday	Easter Weekend
April 9	Friday	
April 12	Monday	Last date for official withdrawal from a course or from the University
April 14	Wednesday	Last date for Master's and Doctoral candidates to turn in signed and approved copies of theses and dissertations for May graduation
April 19	Monday	Patriot's Day—no classes
May 6 to May 7	Thursday	Study days—no classes for undergraduates (graduate courses may meet)
May 7	Friday	
May 8 to May 15	Saturday	Final examinations
May 15	Saturday	
May 24	Monday	Commencement

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